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Library Trends

*Current Trends in Public Library
Service to Children*

WINIFRED C. LADLEY, *Issue Editor*

July, 1963

Library Trends

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Introduction

WINIFRED C. LADLEY

"HERE IS AN INNOVATION that does honor to the sensibility of a people, and it is an American innovation: the libraries reserved for children. Those light and gay rooms, decorated with flowers and suitable furniture; those rooms where children feel perfectly at ease, free to come and go; to hunt for a book in the catalogue, to find it on the shelves, to carry it to their armchair, and to plunge into the reading of it. They are better than a drawing room or a club. They are a home."¹ Thus Paul Hazard, in *Books, Children and Men*, describes the children's library in a statement as well known to librarians as Robert Leigh's conclusion that "children's rooms and children's librarians have been the classic success of the public library."² Because, however, the ability to change—to adapt to new surroundings and circumstances—must be inherent in the nature of innovations that become established, of successes that continue "classic," the range of public library services to children has of necessity been amplified to include many new notes, many new combinations of old ones.

An examination of the new melodies thus played becomes especially pertinent now when all aspects of library service are definitely in a state of exciting development. True, all libraries may still be able to say, with Socrates, "All good is magnetic, and I educate not by lessons but by going about my daily business." It is that daily business, however, that has changed. In what ways, as far as public library service to children is concerned? This issue of *Library Trends* explores some of those ways, of significance to all librarians, as has been pointed out so ably by three presidents of the American Library Association.

At the third general session of the ALA-CLA Conference in Montreal, June 24, 1960, Frances Lander Spain, delivering her inaugural address as President of the American Library Association, focused

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attention upon library service to children and youth as the solid base upon which is built the entire pattern of library service to society. Florrinnell F. Morton, succeeding Mrs. Spain as President of ALA, sought to remind all librarians of their joint responsibility for the achievement of all goals in librarianship, when she delivered her inaugural address at the banquet which closed the Cleveland Conference, July 14, 1961: "We must remind ourselves constantly that any one of the individual goals is but a part of our whole action program and that we, as individual members, have a stake in, and a responsibility for, the realization of that total program."³ James E. Bryan, President of the American Library Association, 1962-63, devoted much of his inaugural address, delivered at the second general session of the Miami Beach Conference, June 22, 1962, to problems arising from increased student use of libraries and stated emphatically: "If it is not the inalienable right of every American boy and girl to have . . . a children's library and . . . a children's librarian at hand, it should be, and it is our responsibility to make it so."⁴

Responsibility for the advancement of any area of service, however, can be assumed only when significant aspects are surveyed and some guidelines indicated. Yet one issue of one periodical cannot do more than to suggest a few of the expanded areas of service, such as services to the exceptional child and to adults working with children, and services utilizing nonbook materials; to indicate some of the exciting new organizational patterns, such as services operating under "systems" organization and services being carried on under a wide variation of administrative patterns; to survey a few of the important publications recently in print, such as *Children's Service in Public Libraries*,⁵ by Elizabeth Gross and Gene Namovicz, or publications yet to come, such as the related personnel study being conducted by Hazel Timmerman; to report on work in progress, such as the formulation of standards for public library services to children; and to assess certain long-established activities, such as storytelling, book selection practices, state library responsibilities for children's service in public libraries, etc.; and to rest the whole upon a brief history of the traditions upon which library service to children is built.


Although it was planned that service to children as it is conducted or may be conducted in public libraries of the United States would be the major concern of this issue, it was hoped that one definitive article might discuss the international scene in public library service to children. However, correspondence with Everett Peterson, Head,

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Division of Libraries, Documentation and Archives, UNESCO, and with Eileen H. Colwell, Chairman of the Section on Library Work with Children in the International Federation of Library Associations, revealed that children's library service in many countries was not yet sufficiently advanced to permit the writing of such an article. Current interest in Latin America, however, and publicity concerning the Books for the People Fund made it seem of value to include a brief survey of children's library services in Latin America, even though a description of the world situation regarding such services could not be included. Thus, "Children's Library Service in Latin America" became the concluding paper, bearing perhaps little relationship to others in the issue but indicating still another way in which this "American innovation: the libraries reserved for children" may be an inspiration and an active aid to children everywhere.

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The American Origins of Public Library Work with Children

FRANCES CLARKE SAYERS

IT WAS NOT the twentieth century which saw the beginnings of public libraries for children; that unique and endemically American institution which has played so great a part in the century of the child and won the regard of the nations of the world. The credit for its origins goes to the latter decades of the nineteenth century and to the straws in the wind preceding the 1880's and 1890's which gave promise of the structure to come.

There were the apprentice libraries, going back to the time of Benjamin Franklin, which were intended for the use of young men eager to advance their education. But before the existence of child labor laws children were apprenticed at twelve years of age, and for boys, at least, these libraries must have been an incentive to read. In Philadelphia, such a library, founded in 1820, had by 1876 grown to number 21,000 volumes. An Apprentice Library Association of Brooklyn established a Youth's Library in 1823. Boys over twelve years of age were allowed to use it, and once a week, for an hour in the afternoon, girls were admitted.¹

The Sunday School libraries, limited in scope to religious tracts and books narrowly dedicated to sectarian themes or morbidly dwelling upon sin and the need for salvation, helped to create an atmosphere of expectation, as far as the children were concerned, because they circulated books without fee.

The village and town libraries, supported by gifts or endowment and finally attaining the support of the municipality, created a climate of reading, a recognition of the necessity for books. No retrospective writing can fail to mention the name of Caleb Bingham, for in 1803, remembering his own boyhood deprivation of books, he left an inheritance to the town of Salisbury, Connecticut, for the founding of

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a library for boys and girls between the ages of nine and sixteen. "The Bingham Library for Youth is perhaps the first library in the United States to have received support from a municipality," writes Elizabeth Nesbitt, "and it is also one of the first libraries for children in the country."² There is also the endearing figure of the hat maker of West Cambridge, Massachusetts, "Uncle" Dexter, who opened his own library to children on Saturdays in 1835.³

Here and there school systems of the country undertook to obtain tax money for books. In 1842 Massachusetts established a library bounty system, allotting fees to school districts which would match such sums for a library. In New York certain private enterprises took cognizance of the needs of children. The Public School Society of New York City, which in actuality financed private schools as early as 1818, supplied 50 books to each school "for the use of the best behaved pupils."⁴ The books consisted mostly of gifts and discards from private libraries, and no doubt the badly behaved children suffered small deprivation in proving unworthy of them. It was New York State which passed the first law of its kind in 1835 providing "that the school district library should be supported by taxation on the same principle as the public school."⁴ These libraries were for the use of adults, not children, but this recognition by a tax body of the importance of books and reading was a great advance in the whole library movement.

In 1876, the same year in which the American Library Association was founded, the United States Bureau of Education published a report entitled *Public Libraries in the United States of America*.⁵ One section of that report was written by William Isaac Fletcher, who was later to become librarian of Amherst College, president of the American Library Association, and joint author of Poole's *Index to Periodical Literature*. But the subject of his report for the Bureau of Education dealt with none of the topics one might expect from the college librarian or the editor. Its title was "Public Libraries and the Young," and with that essay, the archives of children's librarianship were brilliantly begun. It is, indeed, the first paper in Alice I. Hazeltine's historic collection *Library Work with Children*,⁶ a book which is invaluable as source material of the profession's beginnings.

In the late nineteenth century the prime question of the day was whether or not children were the proper concern of the public libraries which were beginning to arise across the land, offering free reading to everyone except children under twelve or fourteen or

sixteen years of age. Mr. Fletcher answered the question: "Who will presume to set the age at which a child may first be stirred with the beginnings of a healthy intellectual appetite on getting a taste of the strong meat of good literature? . . . In every community there are some young minds of peculiar gifts and precocious development, as fit to cope with the masterpieces of literature at ten years of age, as the average person of twenty, and more appreciative of them."⁷

It is a fascinatingly contemporary paper in its discussion of book selection, its statement of criteria for judging books for children, and its expression of concern lest learning be made too easy for the young: "But there seems to be danger that the ease and smoothness of the royal road to knowledge now provided in the great array of easy books in all departments will not conclude to the formation of such mental growths as resulted from the pursuit of knowledge under difficulties."⁸

Not until 20 years later did the persistence of children knocking upon the doors of libraries succeed; not until then did the walls come tumbling down, although here and there children had earlier been admitted. Minerva Saunders, librarian of the Pawtucket, Rhode Island, Library admitted children as early as 1877, and reported on the success of the experiment that the adults were not disturbed, for the most part, by the presence of the young.

Meanwhile certain librarians spoke out about what was to be done with the children, and the subject of proper reading for the young was discussed at library meetings before there was recognition of the need for a place in which children might read and procure books. The earliest record of direct testimony of a librarian's interest is a quotation in the *Library Journal* from the Hartford Library Association *Bulletin* of 1878, in which Caroline M. Hewins, the librarian of the Hartford Public Library, described the reading in which the boys and girls of her community were engaged. It included shocking news of the appeal of the dime novel and the fervid romance for the young folk of Hartford. Four years later, in 1882, Miss Hewins' *Books for the Young*,⁹ a guide for parents and children, made its appearance; a controversial list it was, too, since among its recommended titles was *The Adventures of Tom Sawyer*.

At this distance in time, it is customary to assume that libraries for children and concern for the reading of boys and girls were the province of a handful of inspired and far-seeing women. But when one returns to a reading of the early literature of the profession, it

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is clear that service to children and the quality of the books which they read were a major concern of the day, and the administrators and pioneers among the men also waged war in behalf of children. Melvil Dewey, C. A. Cutter, W. C. Lane, R. B. Poole, and W. I. Fletcher—these men were, in fact, members of the first Publishing Section of the ALA, and the initial publication of the Association under their direction was John F. Sargent's *Reading for the Young* (1890).¹⁰

It is significant that the matter of book selection preceded the problems of space and service. A general discussion of library work with children was the subject of the Philadelphia Conference of ALA in 1897. Under the vigorous editorship of Mary Eileen Ahern, the issues of *Public Libraries*, monthly publication of the Library Bureau which had been inaugurated that same year, were filled with reports of progress. Miss Ahern published a list of libraries under the following categories: those with separate rooms for children, those with a substitute for separate rooms, and those proposing to have separate rooms. She requested that "additions to and corrections in the list"¹¹ be sent to Melvil Dewey, then at the New York State Library in Albany. It was in an early issue of *Public Libraries* that Lutie Stearns of the Milwaukee Public Library and an early friend of reading children touched upon the problem of requirements for those who work with children: "If possible have a children's department in your library where their wants may be met apart from the crowd. At any rate, have a healthy, well-informed, sympathetic attendant for the children."¹¹

The reports which came in response to Miss Ahern's command revealed a variety of arrangements: tables set aside for children, alcoves established for them, and in one instance, a small space behind the circulation desk.

In 1897 Mary Wright Plummer, librarian of Pratt Institute Library, reported that "Pratt was considering a separate room in the new building."¹¹ The children's room at Pratt was indeed the first children's room to be planned for in the architect's blueprint and brought to reality. In a paper read that same year before the Friends' Library Association of Philadelphia, Miss Plummer traced in some detail the development of space and books for children, beginning with the Public Library of Brookline, Massachusetts, which in 1890 had set aside an unused room in the basement as a children's library, under the supervision of the janitor. Minneapolis Public Library had

opened a room in 1893; Cambridge, Massachusetts, in 1894; in Denver of that same year, John Cotton Dana, the librarian, had opened a room for children, giving them access to open shelves with no supervision at all. Libraries in Boston, Omaha, Seattle, New Haven, and San Francisco opened their doors to children in 1895, and Detroit, Buffalo, Pittsburgh, Kalamazoo, and Pratt Institute of Brooklyn followed suit.

By 1900 the need for a room of their own had been proved by the children themselves, and the rise of Carnegie library buildings across the land began to supply the demand. Meanwhile, enough professional librarians had become interested in work with children to warrant the formation of a Children's Librarians Club at the Montreal meeting of the ALA Convention in the summer of that year, with Mary E. Dousman of Omaha as Secretary and Anne Carroll Moore of Pratt Institute as President.

Within a matter of months the ALA invited the club to become a section of the Association, on equal terms with the sections for College and Reference Librarians and for Catalogers. Thus, in 1901 the officers of the club became the first officers of the section. Thirty-four years later, when the ALA was again meeting in Montreal, Miss Moore characterized the founding years as follows:

It is well to remember that no one person or library was responsible for the formation of the Children's Librarians Section. It was not the result of a program. It grew quite naturally out of the recognition on the part of leading librarians all over the country of the claims of children as part of the reading public of their libraries and the desire of a small and scattered group of special workers to unite in considering books and children. Impetus was unquestionably given to the movement by the strong personality of Lutie E. Stearns of Wisconsin who presented a stirring paper in 1894; the clear vision of Mary Wright Plummer which found expression in the first children's room to be included in an architect's library plan; the discerning editorials of R. R. Bowker and Helen E. Haines in the *Library Journal*; and those of Mary Eileen Ahern in *Public Libraries*; the broad civic application made by William H. Brett and Linda A. Eastman in Cleveland; the discriminating book selection of Theresa West Elmendorf, expressed first in lists issued by the Milwaukee Public Library and later in those of the Buffalo Public Library; and in the freedom of access to books accorded to children by John Cotton Dana of the Denver Public Library.¹²

The drama of beginnings is always moving to look back upon.

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The story of library after library opening its doors to children, offering them free opportunity to read, to borrow books on their own responsibility, without regard to age or mental capabilities, is in its way one of the most gracious and humane acts of faith in this great and fumbling democracy. It was accomplished against odds of small budgets and limited supplies of suitable books. The librarians, moreover, had the task of molding a philosophy of practice. There had never been an institution quite like the free libraries for children. They were to have their own unique character. There were schools, kindergartens, Sunday Schools, all serving children. At the turn of the century in the great urban centers—Boston, New York, Pittsburgh—settlement houses and other social services were beginning to grow, the result of the influx of the great immigrations from Europe, and the playground movement was under way. The children's libraries shared some aspects in common with most of these institutions. They were educational, in the broadest sense of the word, but they were to bear little relation to formal instruction and the classroom. They were playgrounds, but a certain amount of restraint and control was necessary for success in operation. There were no rules for silence, but a "vitalized silence nevertheless"¹³ was in order.

The founding librarians worked slowly, and by trial and error found and held their unique stance before the world. In Pittsburgh Frances Jenkins Olcott organized the work there in 1898; Clara Whitehill Hunt headed up the work in Brooklyn in 1903; Caroline Burnite supervised children's work in Cleveland in 1904; and Anne Carroll Moore moved from Pratt Institute to New York City in 1906 to give direction to the work which had grown there without plan. These were some of the pioneers who faced up to the questions of discipline, created the atmosphere of place, bespoke freedom and the enjoyment of books, gave children a sense of responsibility, and invented ways of extending the gifts of reading to schools, homes, and all the institutions which touched the lives of children.

In Cleveland children belonged to the "Library League" and took an oath on behalf of "clean hands, clean hearts, clean books."¹⁴ In Boston and Pittsburgh small collections of books were locked in cases in the homes of children, and the cases were opened and the books circulated by a librarian who went on her appointed rounds like a visiting nurse. Classroom libraries were set up in public schools as a means of introducing teachers and children to the services of the public library.

Then came ways of dramatizing reading: book talks, storytelling, reading clubs, exhibitions—all the ways of keeping the enjoyment of books fresh and related to the whole lives of children. There were arguments among those practical “visionaries,” the first children’s librarians, and differences in points of view, and this variance was all to the good. But they were united in their insistence upon the ability of children to respond to the best in literature, picture books, and all the books of information they sought. The insistence of these women was to change the publishing picture in this country. It was they who were to write a brilliant chapter in the social history of this century and to bring the eyes of the world to focus upon the work they began in the children’s libraries of the land.

In this day of the picture tube and the flickering screen, it appears almost prophetic that in 1911 Mary Wright Plummer should have made this observation: “A growing rival of the library is the moving picture show. Some libraries have thought to counteract this influence by having educational moving pictures at the library with reference to the books that treat of similar subjects. But the root of the difficulty seems to be deeper down than the character of the thing shown.”¹⁵

The character of the thing shown! The thing shown by the first libraries for children, and the men and women who created them, reaches now across these sixty years, and more. It has become an armature upon which education, publishing, literature, art, and psychology now mold the shifting shapes of our time.

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Building the Foundation: The Book Collection

VIRGINIA HAVILAND

THIS PAPER WILL DISCUSS questions relating to the selection and maintenance of the library book collection for children: its scope, breadth, and arrangement; the selection of new titles; duplication of titles; the re-evaluation of the collection and replacement buying. (Procedures for reviewing and ordering books for the children's library were discussed by Frances Lander Spain in the April 1955 issue of *Library Trends*.¹)

The youthful population exploding today into the children's library brings an ever broadening range and continuous change of interests, with more sophisticated personal and school-inspired demands. Publishing, dominated by a commercially successful materialism, offers a steadily mounting output of new titles, correlated with new interests through effective librarian-editor communication. The 2,584 new titles issued in 1962 have more than doubled the figure of 10 years earlier. With the library's simultaneous increase in difficulties of maintaining optimum staffs of professionally trained and experienced children's librarians, it has become a time-consuming and complex business to maintain balanced book collections reflecting wise and discriminating choice of books. Large libraries with approval book services and the staff to review and examine books before purchase have a more satisfactory situation than do smaller libraries which must rely upon reviews, approved lists, and examination of books in exhibits.

A children's librarian tries not to think of the exploding groups—children or books—in the mass, but to consider the varying potentials of individual readers, the gifted and the slow, and to view each title as one to be chosen or rejected upon its own merits, apart from any place it holds in mass made-to-order or series publishing. He expects

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each book to satisfy one or more of the reasons that children read—for recreation, aesthetic enjoyment and inspiration, information, or education. He attempts to have the collection in its entirety so balanced, broad, and varied that it will serve impartially the community as a whole and the children in all its schools, of every cultural and economic background, of every religious, racial, and national group. Through making available those books which have proved to have lasting worth and selecting the best of the new, the librarian aims to enable the child to grow in knowledge and understanding, to develop his capacity to wonder, to find laughter, and to respond to beauty.

A survey of some 50 large systems and independent libraries indicates that the generally followed pattern for children's room collections is that which serves children from preschool age through the eighth grade. A few systems include ninth grade; some others stop with the seventh (as does the New York Public Library); and a larger group outside the majority serve children only through the sixth grade (Brooklyn, Cincinnati, Denver, and some smaller cities and towns). Arguments for the break at the lower level relate to the advanced interests of children today, which are obvious not only in accelerated school work but also in voluntary reading. Brooklyn² has found that increased interest in reading adult books and using adult reference tools is more efficiently provided for when seventh to ninth graders, as the "young teens," are regularly served in the adult areas of the library (at Central, by a separate room; in most branches by a book collection set up in the adult area near the reference collection). Thus, in Brooklyn, librarians feel that they have done away with needless duplication. On the other hand, quite the opposite occurred in the Great Neck (N.Y.) Public Library,³ where youngsters reading on a high level, with difficult advanced assignments for a "varied and rich curriculum," were found to require a correspondingly enriched public library collection. To serve their needs, the young adults "teen" collection was moved into the children's room, and the juvenile reference collection was then amplified to serve both the up-graded junior-high needs and those of the lower grades.

Figures vary greatly for the size of children's room collections. An unusual one is the New York Public Library's Central Children's Room collection with its total of 48,858 books, including the Reading Room Collection and the Historical Collection. Figures of 30,000 to 40,000 volumes occur in some other large city central libraries which include special areas of children's books; *e.g.*, Brooklyn, Philadelphia,

and Pittsburgh. In branch libraries and town libraries, bookstocks differ according to population served, budget, and available book space; large units with collections up to 26,000, small ones most often ranging from 5,000 to 8,000.

It is interesting to note in Effie L. Power's ⁴ study of 24 large library systems, published in 1943, that the average number of books in the children's library in 1932 was 3,500, and in 1942 had become 7,000. At that time she considered "about 3,000 separate titles sufficient to start a well-rounded collection" ⁴ plus considerable duplication of standard books and classics. It is noteworthy that she found the increase in that decade the result of "an increasing number of acceptable books published, change in school curricula demanding use of a greater number of books, more children reading more widely, and more books available for experimental purposes" ⁴—the same activating forces that continued to work through the next two decades to promote change in bookstocks.

In all children's libraries, picture books on their separate shelves make an alluring area for small children. This collection must be carefully chosen, for children's librarians are well aware that books for this impressionable, "read-it-again" age can have a lasting influence in forming taste and developing imagination. The picture book collection has become more colorful and varied as modern book production and increasing sales of children's books have attracted artists from every field and every part of the world to add to the number and variety of picture books being published.

Since the common run of bookshop gives more space and attention to the cheap, stereotyped, glossy "flats," it is essential for librarians to compensate in every way possible through calling attention to artistic quality in picture books. Librarians must be willing to accept fresh approaches in art which to the child's uninhibited eye are neither startling nor distasteful—to encourage the artist's desire to be original in communicating with children. Trial with children themselves helps in the selection of unusual books. Children will reject the book slanted to sophisticated adult taste in which they are unable to find something childlike with which to identify.

In the large library, a broad range of children's book illustration by contemporary artists is welcomed for study by illustrators and other artists, advertisers, art school students, publishers, and students of children's literature in library schools and in institutions for teacher

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education, where an increasing number of such courses are being taught.

It is challenging to the selector of books for the very young to receive such a request as the following, from a young father: "We would like to establish a reading program for our little girl, who is currently twenty-one months old. We have introduced her to the wonderful world of books since she was seven months old. . . . It has never been our opinion that she is too young to enjoy books. . . . We would be most grateful if you would suggest a reading list of books for ages two-three." For such parents, fresh copies of outstanding picture books and other read-alouds on a parents' shelf are a splendid service—and it is offered in many children's rooms.

"Easy-to-read" books are also generally to be found in a separate area within the children's room. For so long the basic reader was the only kind of reading available on the beginning level; now the problem in choosing for the beginning reader is to determine *which* titles to select from the vast number of easy books rolling off the presses. Children's librarians agree with the reading specialist who, advocating the individualized reading program with nontextbook classroom collections of generous size, says that "Trade books are vastly superior to basal readers in literary value, artistic merit, and educational value. Children can be expected to learn to love to read and become book-reading adults when they read what they love."⁵ But children's librarians also recognize that the uninspired vocabularized nontextbook does not answer the need for the reader-substitute.

The great number of formula, easy-reading books—and a strange dichotomy is this emphasis upon vocabularizing and increase in advanced-reading, accelerated classes—sets annoying traps for book selectors. One is the assumption that prominent writers for adults will write well for children when presented with a prescribed list of words, drawn up by a team of expert educators. In the eye of the promoter (and of the author) the combination seems irresistible; in the eye of the discriminating selector, the results are unhappy. Rather than spread such mediocrity, the selector will supply creatively conceived "easy-to-read" stories in multiple copies. Able beginners read these brief books quickly, it is true, but soon grow to the next step of more challenging reading.

For boys and girls above the easy-reading stage, who read widely and in a wonderfully "sandwichy" way, there must be a broad collection of both fiction and nonfiction including an ample selection

of the classics in attractive editions (and fresh ones in distinctive format are continually being published to give new life to old stand-bys), the standard titles, duplicated sufficiently, and a judicious number of stepping-stone books for the more reluctant readers. For remedial reading, instead of buying made-for-the-purpose stories and watered-down classics, the children's librarian will be aware of good books in the collection which have high interest level and low reading level. Of the mass of encyclopedic, soon-to-be-superseded informational books, necessary titles will be added in moderation.

Division of the bookstock according to grade levels of reading is difficult to justify. As any children's librarian knows, books cannot be graded. And one expects children to read on many levels, at the same time, and for a combination of reasons. To meet recurring requests in children's rooms where there may not always be sufficient experienced staff, expediency has sometimes led to setting up, in a kind of reader-interest arrangement, popular subject collections: horse and dog books, mysteries, sports stories, science fiction, or a well known nonfiction series. This arrangement, like close grading of the book collection, may keep a lazy or unaroused reader from noticing other books which might free him from too insistently following one line or level of reading.

The need for a well balanced collection for the young adolescent is of prime importance, for his time for free reading is limited and what he reads must not be below his capacity nor above his level of maturity to understand and appreciate. The broadened curricula and accelerated classes with required independent reading of more advanced books compel the selection for the children's room of occasional adult titles and duplication of certain teen-age titles which are in young adult collections.

This duplication of certain titles found in young adult collections includes not only the long familiar book-report classics but also more recent and popular titles when outstanding in quality and desirable for filling requests—e.g., *Kon-Tiki* (the original), *Diary of Anne Frank*, *The Dog Who Wouldn't Be*, and *Born Free* (the original). The adapting of adult titles for young people seems unnecessary most of the time.

Considerable variation exists in the amount of teen-age book duplication of titles in both young adult and children's collections. In New York, where sixth- and seventh-grade reading parallels to a large extent what the eighth graders read in the young adult area, liberal

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duplication is natural. In the large number of libraries where children's rooms serve the eighth grade, duplication is more limited. In general, duplication exists for outstanding, popular titles of light romance, science fiction, sports stories (including hot-rods and racing), and World War II stories; in nonfiction, for sports biographies, World War II history, archaeology and early man, diving, science, and information about countries. The growing trend is (a) for reduced duplication, as collections for young adults become more adult or entirely adult in bookstock, or (b) for keeping only a small, purely recreational teen-age selection of "bait" books, since it is recognized that much of what used to be "bait" for teen-agers is generally now standard reading for sixth graders.

The increase in required home reading throughout the country at younger levels and the spread of individualized reading programs in more and more schools, with its greater need for nontextbook titles for the classroom, point to the need for teachers to know more children's books. The misguided teacher or parent who sets out to suggest the reading of *To Kill a Mockingbird* or *Exodus* by advanced sixth graders is not thinking of the maturity level of the children's understanding and is quite unmindful of the richness in modern children's literature, as well as in older classics, for the gifted child: the great historical fiction by such writers as Rosemary Sutcliff and Hans Baumann, whose novels are exciting, but not easy reading; the fascination of new worlds in such imaginative books as *A Wrinkle in Time*, *The Gammage Cup*, *The Hobbit*, and C. S. Lewis' Narnia stories, all of which make unusual demands upon the young reader. Acceleration leads to the temptation to make the child progress too rapidly away from childhood's heritage of its own great literature. Children's librarians have a mission here to acquaint teachers and parents with the stimulating children's books which are not downgrading to the child with high levels of capacity and interest, while at the same time to make sure that grown-up fare which is interesting and suitable to his maturity and comprehension is not withheld.

In many libraries, the children's room contains a shelf, perhaps a section of shelving or a substantial separate area, in which is kept a circulating collection of professional literature about children's books and reading, about storytelling, and about arts and crafts, games and recreational activities for adult use with children.

In addition to the circulating books for adults, a desirable provision is the noncirculating collection of outstanding children's books, re-

flecting the development of children's literature. This collection serves researchers, publishers, authors, parents, teachers, college students of children's literature, and those, young and old, who like to browse among fine books. For many years, the New York Public Library has had its great Reading Room Collection at Central Library (and other smaller noncirculating collections in branches). A considerable number of other libraries have come to have such general collections, and historical collections, as well. Almost all sizable libraries have special collections of the Newbery and Caldecott winners. This is a boon to children's literature students, but the children's librarian must point out that this collection is not to be considered the all-in-all in the study of literature for children.

The excellence of any children's room collection will reflect the wisdom and discrimination in use of the budget available for buying new titles and replacing and duplicating copies of older ones, and in keeping the collection up-to-date and attractive by careful weeding and withdrawal.

Great variation exists among libraries in the percentages of the juvenile book budget spent for new books and for replacement and duplication orders. This difference is due partially to the size of the institution, considerably to the size of the budget, but sometimes appears to be related more to the degree of discrimination in selection. In nine large library systems, 30 per cent-40 per cent of the juvenile book budget is devoted to new titles; for five, the figure is 50 per cent, and for another five, 60 per cent. Within each system, however, the figure rises for the small unit, where there is relatively less replacement needed and a proportionately broader selection of titles is necessary. In three cases, with large budgets, the proportion spent for new titles is down to 10 per cent-20 per cent. For some small independent libraries, the figure has risen to 80 per cent-90 per cent.

In handling the avalanche of new titles, the children's librarian's chief concerns are to make certain that collections have the best of the older titles already available, with sufficient duplication of basic stand-bys; to compare newly published titles with these old stand-bys and with other new titles on the same subject; to provide, in moderation, books to meet school-inspired nonfiction requests for class assignments, but not to be unduly influenced by curricular demands to the extent that provision of creative literature is sacrificed; and to add to the collection only the best available steppingstone books needed for reluctant or slow readers. Fantasy, folklore, and poetry must be

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acquired in generous amounts to provide freshness in meeting the continuing demands for fairy tales and the increased reading of poetry.

In her 1943 study Effie L. Power reported that the large library added an average of 200-300 new titles in a year, and the town library an average of 100. In 1962, when 2,584 titles were newly published for children, new titles were purchased as follows in large library systems: in seven systems, 1,000 and more titles; in 10 systems, between 800 and 1,000 titles; in six systems, between 600 and 800; and in another six, between 400 and 600. Among smaller city and town libraries, three ordered between 300 and 400 new titles, and three ordered over 1,000.

The ordering of multiple copies of new titles varies with the size of the collection and also with the selector's point of view. Duplication of titles, of the kind for which there is great demand, is generally considered a *practical* matter, but more important is the availability for the child of outstanding books that he should have an opportunity to read. Initial duplication orders may be moderate but can be increased as books prove themselves and as need arises. Picture books and easy-reading titles most often justify initial heavy ordering—as many as 15 to 20 copies of outstanding titles for a large unit.

In the maintenance of a live, well rounded children's room collection, weeding and replacement buying must be continuing processes of selection, just as regular as the purchasing of titles newly published. Library systems—city, county, or regional—with staff available to serve on committees for reconsideration of older titles at specified intervals after original acquisition find the making of basic replacement lists indispensable for the maintaining of the well rounded collection, as well as important for the compiling of quantity orders. Through checking the children's room collection against the lists (duplicated for each unit in the system), selectors may discover and fill gaps and drop titles which have not proved their worth with children or have been superseded by more up-to-date, accurate, and attractive volumes on the same subjects and reading levels. Because each library community varies in some respects from other communities in socio-economic, cultural, religious, racial, and national backgrounds affecting a child's reading, it is important for each library to do its own re-evaluating and compiling of replacement lists. Variation in community background is also the reason that standard basic buying guides (the H. W. Wilson's *Children's Catalog* and the Ameri-

can Library Association's *Basic Booklists*) never supply the whole answer to a library's needs for its public.

Even if no committee work is possible because of lack of staff and time, it is still essential that regular (at least annual) weeding be done. Nothing so repels interest as dead books, past all usefulness, crowding and dulling the shelves, seeming to bury the live titles. Even more important are the damage to intellectual development and the killing of confidence in use of the library's resources caused by the offering of out-of-date or false information. Such inaccurate books must be removed, without regard to unworn conditions of binding and paper.

Schemes for perpetual re-evaluation of collections are being followed in an increased number of libraries today, with planned revision of the entire collection in basic replacement lists or supplements at regular three-to-five-year intervals. Different classes of books are covered in a fixed number of order lists (six to twelve, usually) during the year. Between basic order lists in major Dewey categories, special shorter lists may be issued for needed "pick-up" orders of books on timely topics such as Africa, poetry, or sports. In library systems following well established plans for this kind of book ordering, all replacement buying is done in quantity from the approved lists, single orders being filled as special contingencies arise. Starring and double-starring and initialling some titles as "special" add guidance as to relative importance of the titles.

Out of replacement lists of approved titles may come a "core" list of titles—from the 750 in Pittsburgh, required for every branch library in the system, up to much larger lists of titles to be purchased for each children's room. In some other libraries, the starred and double-starred titles in the basic replacement lists constitute a nucleus collection, and many of these will be duplicated heavily. Into this category of the basic or standard book, some of the many new books selected yearly through conscientious reviewing will come to stay. Children by their continued reading, and children's librarians through their replacement orders, keep good titles alive and in print. Time alone can reveal which titles are essential as part of a continuing collection and which ones, having served their purpose in meeting a need, have become dated.

Many of the questions handled only briefly in this article may well be covered in a library's written book-selection policy. Well thought out policies, as those of the Enoch Pratt Free Library,⁶ whose *Selec-*


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tion Policies for Children's Books (reprinted in 1962) is "available on request" (for a small charge) and those of other libraries with well formulated bases for maintaining book collections serve an important function.

In conclusion, one may reaffirm the principle that if children's librarians make the best books easily and attractively available, children will read the best; and that if only a small minority of gifted and adventurous children read certain of the "notable" books, these librarians are fulfilling a major responsibility in providing such titles.

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Standards for Public Library Services for Children

PEGGY SULLIVAN

IN LATE 1960, Elinor Walker, president of the Public Library Association, announced appointments to a subcommittee to determine standards for public library service for children. Beginning with an organizational meeting during the 1961 midwinter meeting of the American Library Association in Chicago, this subcommittee began the drafting of a statement of standards. The subcommittee is directly responsible to the standards committee of the Public Library Association, a standing committee with rotating membership. Drafts of the statement of standards for children's work in public libraries require the approval of this committee as well as the approval of the board of the Public Library Association. Because the standards committee has prime responsibility for the overall statement of standards for public libraries, it is essential that subcommittees working under its aegis operate within the framework of those standards and according to the form used therein.

The eight members of this subcommittee bring to it experience in many aspects of work with children. Specializations include storytelling, services to schools, supervisory experience, state field work, and general administration. The range of libraries in which subcommittee members have worked varies also in size, type, and geography throughout the United States. A key member in the organizational period of this committee was Frances Lee, who had served on the committee which compiled standards for work with children for the California Library Association. Drafts of those standards provided guidelines for the PLA subcommittee.¹

Why such a subcommittee in the first place? Why a separate state-

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ment of standards for children's work? The standards statement for public libraries, published in 1956² and revised with cost studies thereafter, outlines standards for public libraries in general, but there are special areas for which specific standards were not spelled out. The areas in most need were probably the first to work on separate statements. A group of young adult librarians had been working on a handbook for work with young adults; redrafting produced a statement of standards for work with young adults. Two similar groups had begun standards statements for bookmobiles and small libraries before the organization of the subcommittee on children's work. The cry for a statement on standards for children's work had come clearly from children's librarians and supervisors of work with children; with less emphasis, it had been taken up by administrators seeking a norm or a pattern for the many facets of public library service to children.

It was an administrator, Harold C. Hammill, director of the Los Angeles Public Library and president-elect of the Public Library Association, who spoke to the first subcommittee meeting, urging the group to "Be bold! Be specific!" From the first, with such encouragement, this subcommittee has attempted to be bold.

With the pattern of the PLA standards and of the California Library Association draft of standards for children's work before them, the subcommittee members divided the areas of responsibility thus: administration, personnel, materials, services, and physical facilities. Teams of two worked on the sections on materials and services, and three members worked individually on each of the other sections. To determine areas in which standards were needed, one member surveyed the study of organizational patterns of library service to children made by Elizabeth Gross.

At this point, the greatest possible pitfall probably was the tendency to write a handbook. During the subcommittee's second meeting at the Cleveland conference of 1961 and in the exchange of first drafts for critical reading by other subcommittee members, this was the recurring criticism. Item by item, step by step, members wanted to hammer out practicable but normative standards, in implementation of sound principles, and in accord with but as an extension of the PLA standards themselves.

Particularly in the area of services, it is difficult to avoid the tendency to produce handbook or "how-to" materials. Reading guidance, storytelling, production of book lists—these are services about which each member has a firm set of *do's* and *don't's*, a conviction about the

ultimate goals of such activities. Subcommittee members deliberately limited themselves to formulating standards rather than suggestions for improvement, and in so doing realized more sharply the great need that exists for handbooks on the practice of these skills. But with their vision fixed upon standards and principles, the subcommittee avoided, as far as possible, suggestions on programming and, instead, prepared such statements as: "The public library maintains its standards of service to children through both formal and informal activities for individuals and groups." As is indicated by the following paragraphs, members touched upon each of various kinds of programming to point to the standard which it should attain. All of this has been put into context by Harriet Long's statement that "A conscious and deliberate effort to advise and guide reading is the primary purpose of every activity and program planned for children in the public library."³

It is Harriet Long who has most cogently summarized the aims of public library service to children in her book, *Rich the Treasure*. She notes six:

1. To make a wide and varied collection of books easily and temptingly available
2. To give guidance to children in their choice of books and materials
3. To share, extend and cultivate the enjoyment of reading as a voluntary, individual pursuit
4. To encourage lifelong education through the use of public library resources
5. To help the child develop to the full his personal ability and his social understanding
6. To serve as a social force in the community together with other agencies concerned with the child's welfare³

Standards are required to implement such goals, and formulation of them appears more onerous when one considers the unique tradition of service which children's librarians have established. Administration within the area of children's service and with children's service in relation to the library as a whole requires standards to insure continuance of that tradition. With the public library statement of standards in mind, the subcommittee began by stating that "The director of the library, as the chief administrator, is responsible for programs, services, book selection, and personnel management," and then focused quickly upon the administrative officer for children's services by stating, "The director of children's services has the re-

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sponsibility to interpret children's services to the library staff and to the citizens of the community." This procedure seemed most in keeping with the pattern of responsibility suggested by the public library standards.

Among subcommittee members themselves there was the greatest difference of opinion in the area of standards for materials. In practice, it may be safe to say that it is in this area that the children's section of each library departs most radically from practices of other sections of the library. The need for reading and examination of books before purchased was keenly felt; yet the value of sound reviewing media is undermined if every system, no matter how small, requires a limited staff to read each title under consideration when good critical reviews are available. The subcommittee members reached a tenuous consensus on this point, agreeing that children's materials should be read or examined before being added to the system, but already there have been sharp criticisms of this statement, and the subject faces further discussion.

Indeed, the entire statement of standards for children's work in public libraries is in only a "tentative final draft" stage as of January 1963. Following revisions made during the Miami conference in 1962, the subcommittee issued this draft to the board of the Public Library Association, to the standards committee and its subcommittees, and to members of the board of the Children's Services Division who are also members of PLA, as well as to librarians who had requested copies of such early drafts. Comments which have come from these recipients have been rather predictable. The same points which required the most discussion during subcommittee meetings have aroused the curiosity, criticism, or compliments of this larger group of librarians. The subcommittee will meet again to incorporate some changes, many of them initiated by the subcommittee itself following cogitation on earlier discussions. Other points will not be changed, if convictions hold that the first statement was justified. One statement which was quickly challenged was the indication that the age group for whom children's library service is intended is the preschool through junior high school age group. Among themselves, subcommittee members argued vigorously for this and for other age limitations. The decision to use preschool through junior high as the specific group was reached when members ascertained that the constitution of the Children's Services Division establishes this arbitrary limit, and the statement of standards for


work with young adults indicates no specific beginning age. The subcommittee's decision seems defensible and realistic.

Even before the standards have been stated to the satisfaction of the subcommittee itself, it is possible to predict controversy about them when they appear. At this point it has been decided not to include quantitative standards for furnishings, etc. The reason for this decision is that such standards are rapidly outlived and may provide only frustrations to the libraries capable of implementing standards for services, materials, etc. Perhaps other factors may alter the final decision.

When the statement of standards appears, several points must be kept in mind: this is a supplement to *Public Library Service*; it is not intended to be a restatement of any of those early standards, but an amplification of those standards applying to public library service for children; and the standards are proposed, not as a monolithic law incapable of change, but as a realistic norm for libraries to attain.

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Public Library Children's Service: Two Studies

MAXINE LA BOUNTY

THE PUBLIC LIBRARY INQUIRY (1949 to 1952) did not include a study of children's service, although Director Robert D. Leigh¹ had referred to it in most flattering terms. As a result, the former Children's Library Association of the American Library Association, knowing the need for information, interpretation, and evaluation of these services which had been growing and developing in the larger cities as well as in many smaller communities through the first half of the twentieth century, took steps to conduct a study. They believed that this unique service had characteristics which made it of special importance to children, to the community, and to the perpetuation of the literary culture of the country. As two survey committees worked on the project, many individual librarians and representatives of other professions were consulted.

The work of these committees resulted in a proposal, which was approved by the ALA Executive Board, to seek foundation funds to finance a survey which would accomplish the following: to examine the unique nature and the values of public library services to and for children, to study the extent to which those services are provided throughout the country, and to study the library personnel needed to provide the services, with special consideration of the causes of the present severe shortage of children's librarians.

There were obstacles of various kinds, including the need for financing of other ALA programs and the reorganization of ALA, all of which resulted in a long delay in making a request. After the reorganization of ALA, responsibility for this kind of study devolved upon the Library Administration Division. While funds for the inclusive project could not be secured, in March 1958 the Old Dominion Foun-

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dation granted \$16,000 for two of the specific studies cited in the proposal. The first was a study of organizational patterns in library service to children in public libraries. This study was undertaken in cooperation with Western Reserve University School of Library Science with Elizabeth H. Gross as director. When the study was completed, with the collaboration of Gene I. Namovicz it was edited and arranged for greater practical usefulness and was published by the American Library Association in January 1963 with the title *Children's Service in Public Libraries: Organization and Administration*.² There had been no substantial publication on organization and administration of children's service since 1941, when Lucas' *The Organization and Administration of Library Service to Children*,³ based upon observation and investigation of 12 libraries in cities of over 253,000 in the East and Middle West was published by ALA.

Demands upon all children's services in proportion to the tremendous increase in the number of children in the population, ironically accompanied by an increasing shortage of librarians, added up to a critical need for information on organization and administration to assist libraries which were re-examining their management practices in the light of changed needs.

The recent study of children's service in public libraries rests upon a broad base. In all, 950 libraries received questionnaires. The libraries were considered in five groups—Group I served populations 100,000 and over, Group II populations of 50,000 to 99,999, and Group III populations of 35,000 to 49,999. Group IV was composed of county and regional libraries serving populations of 50,000 or more; Group V libraries served populations of 3,500 to 34,999, both urban and county. Libraries in all groups but Group V received two detailed questionnaires, one of which was addressed to the chief administrator and the other to the head of children's work. The Group V libraries were sent a combined, less detailed, form. Libraries were asked to send additional information and illustrative material to interpret their situations. This procedure proved to be most useful.

Only when the questionnaires of both the administrator and head of children's work were returned were they used. Percentages of returned questionnaires for the groups were Group I, 82 per cent; Group II, 53 per cent; Group III, 49 per cent; Group IV, 44 per cent; and Group V (combined questionnaire), 61 per cent. In numbers of libraries rather than percentages, questionnaires were used from 259 libraries, each serving over 35,000 population and 303 serving less

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than 35,000 population. Supplementing this information were visits by Miss Gross to 20 public libraries, large and small, located from the west coast to the east, when she interviewed the chief administrator, the head of children's work, the branch supervisor (if any), the personnel officer, a branch and a children's librarian, and sometimes other officials.

It should be noted that this study of organization and administration investigates the means by which children's work was being carried out in the United States in 1957-58, not an evaluation of the relative effectiveness of those means. It makes available much essential information which may well serve as the basis for evaluative studies.

The first three chapters of *Children's Service in Public Libraries: Organization and Administration* deal with the need for the study, the nature of public library children's service, its organizational chronology, influences upon its development, and factors which influence organization patterns. Chapters IV through VIII discuss the various patterns of organization and their frequency. Chapters IX through XIV are concerned with administration; and the final chapter discusses goals and future development.

Every enterprise, whether it be a government or small business, must be organized in some way and libraries are no exception, of course. Within the public library framework there are two basic considerations which affect the organization of service to children. One is the duality of the work. The children's librarian's specialty is work with children. Her dual areas are children and books. The second consideration which has been inherent in work with children from the outset is the sense of obligation, of responsibility, to provide the best possible reading for children: "The poor and the mediocre are readily available, but without such a philosophy of children's library service there is no guarantee that the child, unaided, will encounter books of quality and, in his appreciation of them, develop the ability to discriminate."⁴ Organization has been primarily influenced by these facts in the past and continues to be.

Miss Gross and Mrs. Namovicz note that the patterns revealed in the survey are not necessarily considered the most satisfactory patterns by the libraries using them, nor are they considered final. They change with changing conditions. No two patterns were completely identical even though based upon the same principles. The patterns described in the book, therefore, are composites of basically similar

organizations. While other patterns exist, the most prevalent and in some cases the most unusual are included.

The study cites five factors which play a major part in determining the kind of organization existing in a library. First is the responsibility for selection of children's books. This is usually assigned, of course, to a specialist in children's literature, if there is such a specialist in the library. The study indicates that whether this officer is or is not also the head of children's services in the library makes a great difference in the pattern of organization and consequently in the administration of the work.

A second factor is the kind of authority and responsibility exercised. Advisory responsibility or staff control describes a situation in which the head of children's work advises, suggests, plans, and implements. He has no responsibility for schedules, overseeing the children's librarian's work, and little for promotion and transfer, which rests with the personnel office, and possibly a head of extension or branches. In direct contrast to this type of organization is supervisory or line control which does carry these responsibilities. A combination of the two types also exists.

The third factor which determines the organization of children's service is the relationship between the head of children's work and other officers of the library. The importance of an administrator's position is sometimes gauged by the degree of his accessibility to the head of the institution. The study showed that in 193 of the libraries which commented upon this aspect of organization the head of children's service is immediately responsible to the director of the library. Twenty-seven report to the director *or* associate director, and six report to some other officer. The rank of the head of the children's service, opportunities for promotion in the library, and the range of positions within the children's service are also factors which are to be considered in any attempt to determine the relationship between the library administrator and the head of children's service. Another point which affects one organization of this special aspect of library work is the size of area and population served; fifth is the geographical arrangement.

The Gross-Namovicz book discusses in turn five patterns which are distinguished from each other by type-of-authority. The coordinator-advisory pattern is characterized by an advisory relationship between the head of children's work and the children's librarian which divides responsibilities among line and staff officers. One in-

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teresting finding of the survey, incidentally, is that the increasingly popular term "Coordinator" gives no clue to the responsibilities of the position. The term refers, in some cases, to responsibility for book selection only and in others to full advisory and coordinating functions. The meaning in various libraries is whatever the chief librarian considers it to be. However, a number of libraries have defined these functions and detailed excerpts are included in the book from three statements from libraries using the coordinator-advisory patterns.

The advisory-supervisory pattern describes situations in which the children's supervisor is also the assistant or associate librarian. He carries the general library responsibilities usually associated with such a position and special responsibility for the library's work with children. Where this pattern obtains, the supervisor of children's work usually has the same relationship to the head of the children's room in the main library as to the children's librarians in the branches.

The main library children's room pattern is the situation in which the head of the children's services is in charge of the children's room in the main library. He may or may not have professional assistants who, by carrying much of the work of serving the public, release him for book selection, community relations, and other responsibilities. As might be expected this pattern obtains primarily where there are not many branches and where the few professional staff members do not include specialists in service to any age group. What might not be expected is that this pattern is by no means limited to such situations. While 87 per cent of libraries in the 35,000 to 49,999 population group use this simplest form of organization, so also do 61 per cent of the libraries in the 50,000 to 99,999 population group, 37 per cent of the libraries serving over 100,000, as well as 22 per cent of the county libraries studied.

The last in this group, which is characterized by type-of-authority, is the supervisory pattern, in which the children's supervisor is in direct control of the main library and branch children's rooms, children's activities, and book selection, and may also be responsible for appointment, transfer, and promotion of staff.

Obviously there are influences other than area, population, and number of branches which determine the kind of organization a library and its children's service will have.

The readers' adviser pattern assigns the responsibility for book selection to a children's book specialist, who may be responsible to the head of a book selection department or of a service which includes

processing as well as selection. In this pattern the readers' adviser has no responsibility for other aspects of service to children.

In some libraries the assistant head of the children's services carries a responsibility for book selection similar to that of the readers' adviser pattern except that in this case he reports to the head of the children's service and may have other children's service duties.

The group distinguished by geographic considerations, size, or scope of the library system are the regional, county, and small library patterns. In some city systems the area is divided into regions in which either one library is the parent branch, or an administrative unit for the region—with its own book collection and staff—may be located in one branch but has the same relationship to that branch that it has to other branches. The county picture is varied. While some have age group specialists, in others all professional personnel are generalists and assist with all areas of the work. The tendency of libraries to specialize often does not emerge in the earlier phases of existence.

The small libraries, both urban and county, serving populations of 3,500 to 34,999, fall into four patterns. Predominant are two patterns, the first of which utilizes the services of a trained children's librarian or designates one staff member who has some training or aptitude to manage the children's services. In the second, even though there may be up to four professional librarians, all are generalists and share the work with children, with the director having the major responsibility. In the third pattern also, the director carries that responsibility but may assign subprofessional staff members to children's service. In the fourth pattern, all staff members are subprofessional. Nearly half of these libraries are in the smallest of the population groups surveyed.

There are two types of organization which rest on dual responsibilities of the head of children's work. In one, the work with children and young adults is combined. In the second, the head of children's work is also responsible for service to schools or for school libraries. The public schools usually give some financial contribution to the library. The head of children's services works closely with school officials, but is responsible to the library director. In this type of organization the head of children's work has a supervisory relationship to the children's and school librarians in the system.

Although libraries fit into a number of discernible patterns of organization of work with children, they have also developed a great deal of variation in response to local conditions.

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Administration is the concern of the second part of *Children's Service in Public Libraries*, for which the questionnaires elicited information about the authority responsible for the chief librarian's appointment. Sources of appointment range from the most common, the board of trustees by this or other names, sometimes subject to confirmation or approval by other officers or groups, such as government officials, school boards, clubs, or committees. A few libraries are under boards of education or city managers. Just under a quarter of the libraries in all except Group V are under civil service, although the chief librarian usually is not a civil service employee.

Of considerable interest is the fact that sources of funds and areas served seldom correspond exactly. A table is used to bring out the differences between the two. The 32 tables which form an appendix of the book extend and amplify the text. An index and a bibliography of references used in the text have been included, along with information regarding the number of agencies, including branches, sub-branches, and bookmobiles. Budgets are discussed as part of the administrative background of the libraries surveyed. A chapter on registration, circulation, and bookstock provides a more complete and broadly based comparative picture of the prevailing situation than has hitherto been available, touching upon the proportion of children's registration and circulation (including loan periods) to the total, and circulation increases with reasons offered for the increases noted. (Interestingly, only six of 248 libraries reported circulation losses and noted among the causes the growth of school libraries, while 55 libraries reported this same factor to be one of the causes of increased circulation, corroborating a widely held view.) Juvenile book stock percentages and correlations between them and total book stock, registration, circulation, and juvenile population reveal wide differences; such variation in the case of the ratio of book stock to juvenile population indicate that most libraries have not set standards in this regard. No doubt they have had to be concerned with attempts to achieve adequacy for the immediate demand before developing optimum standards.

The personnel chapter deals with the educational background of children's librarians and their number per library system. It does not cover reasons for personnel shortages, because this aspect of service to children is coming under intensive scrutiny in the other study of children's work supported by the same Old Dominion grant. Valuable information on staff training is included. The chapter devoted to

selection of children's books is particularly informative and useful, as is the description of the range of children's service. Of 259 libraries in Groups I through IV, 235 serve children from infancy through the eighth grade or until the age of 14, but these libraries report flexibility in the use of young adult and adult collections. It is noted that the increasing maturity of children has also influenced the nature of the juvenile book collections.

Story hours, reading clubs, summer reading plans, book talks, book fairs, use of audio-visual materials, and other activities which may be a part of a public library's program for children are reported on as are those concerned with individual adults and adult groups, *e.g.*, talks or a series of meetings on book selection, formal teaching in institutions of higher education, conducting of workshops, and film programs.

Reports of the libraries' cooperation with schools and other organizations in the community show that the services are many and varied, but also that this is an area in which funds and staff are insufficient for an adequate response to the needs. Also reported upon briefly is the situation regarding publicity through the press, radio, and television.

In its concluding look at the future development of public library service to children as expressed by the respondents to the questionnaires, the book cites goals for administrators, both library directors and children's supervisors. Unquestionably this compendium of information is a basic publication in the field of public library administration.

The second of the two studies made possible by the Old Dominion grant is in the vital field of personnel in public library service to children. This study, not yet ready for publication, is being conducted by Hazel B. Timmerman, formerly Executive Secretary of ALA's Library Administration Division and also former Chief of the Office of Personnel Administration, who has had extensive experience in dealing with library personnel problems. By means of questionnaires and interviews with chief librarians, heads of children's work, librarians, school officers and students, former children's librarians, and others, Miss Timmerman is bringing to light a great deal of information which bears upon the problems of recruitment and retention of children's librarians.

The shortage of children's librarians has long been a problem undoubtedly because of a composite of many reasons which have often

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been noted. Miss Timmerman is attempting to obtain the facts which underlie the problem. Under scrutiny is the picture with regard to positions, vacancies, and persons available; salaries; promotional opportunities; range of positions in large and small libraries and by geographic regions; and a comparison of school and children's librarians' salaries. Out of this investigation should come factual knowledge of what kind of positions former children's librarians take and why, as well as what considerations influenced those who have remained in the work. Because shifts from one type of library work to another or to other fields are not, of course, limited to children's librarians, the study keeps this fact in perspective.

The kind of information this study is eliciting is essential to intelligent efforts to remove the obstacles to recruiting more and better children's librarians.

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SPENCER G. SHAW

NEW DIMENSIONS IN PUBLIC LIBRARY development were attained in the state of New York on April 28, 1958, when the Governor enacted into law important legislation based upon the recommendations of the Commissioner of Education's Committee on Public Library Service.¹ Specifically, these recommendations proposed the formation of cooperative library systems, different in organization and development from the already existing federated and consolidated systems. As stated in Section 255-2, and Section 255-2g, respectively, of the New York State Education Law:

Upon the request of a majority of the members of the boards of trustees of two or more libraries chartered by the regents, if it shall appear to the satisfaction of the commissioner that the establishment of a cooperative library system will result in improved and expanded library service to the area and that the area is suitable for the establishment of such a cooperative library system, the commissioner may call a joint meeting of the trustees of such libraries for the purpose of determining whether a cooperative library system shall be established and electing a board of trustees of such cooperative library system. If it shall appear to the commissioner that the area proposed for the cooperative library system is not sufficient to warrant the establishment of such system; that such area is not otherwise suitable or that for sufficient other reason such cooperative library system as proposed should not be established he shall disapprove such request . . .²

A contract may be entered into between the board of trustees of a cooperative library system and the department, under which the state library will provide services, facilities and staff to the cooperative library system upon terms agreed upon by and between the parties to such contract.³

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From its very inception this new concept of statewide library organization has permitted expanded horizons in library service. By September 1962, the New York State Library Extension Division of the State Department of Education was able to report the ultimate formation of 22 cooperative library systems.⁴ Organized into larger units, 608 chartered public libraries out of a total of 710 in the state are system members and currently serve over 92 per cent of the state's population.⁴

Meeting necessary legal requirements and receiving financial aid from the state, each system is guaranteed certain essentials: (a) each public library preserves its local autonomy and maintains its own financial support, program, facilities, and services; (b) the responsibility to govern each library system is vested in a board of trustees, selected within each system to represent the member libraries; (c) the plan of service adopted by each system is developed in accordance with a practical working philosophy germane to the needs and desires of its cooperating libraries; (d) each system effects economy by coordinating services and procedures and eliminating the duplication of similar tasks by individual, independent libraries; (e) each system establishes a good central library with an adequate book stock, an effective system administration, and a highly competent, specialized consultative staff to furnish guidance and assistance to the member libraries.

In the words of Irving Verschoor, former Director of the State Library Extension Division: "One of the important aspects of library system development in New York State is the central library which provides a comprehensive collection of library materials to cover the needs of the region, and, in addition, has a qualified core of personnel to enable the residents of the system to obtain information and help in their special areas as well as to aid the system in carrying out its inter-library loan function."⁵ Against this backdrop and within the framework of cooperative library system development throughout New York State, for the sake of clarity it is expedient to use as an example one system, the Nassau Library System, and to follow its pattern of organizing and operating children's services. In such a manner, some of the policies and procedures instituted in such a system may be examined and compared with similar or contrasting approaches utilized by children's services consultants in other cooperative library systems.

The Nassau Library System, located in suburban Nassau County,

Long Island, is a cooperative system comprising 44 autonomous public libraries, designated as member libraries of the System. Serving one of the "fastest growing" areas in the country during the past ten years, the System has been cogently aware of the phrase "population explosion." From a population of 672,765 people in 1950, the county witnessed a phenomenal surge to 1,300,171 individuals or an increase of 93 per cent by 1960.⁶ Definitely a family community, Nassau County accounted for 348,729 households in 1960 and manifested a steady growth of the juvenile population under 14 years of age from 182,037 in 1950 to 442,844 in 1960.⁷

Concomitant with this "population explosion" was the occurrence of an industrial revolution on the Island. Becoming an urbanized society and retaining its wealth within its boundaries through a high employment rate, the county witnessed further challenges in its educational demands. Elementary and secondary schools were inadequate; facilities and staff were needed to meet the intellectual needs of a continuously expanding juvenile population. Intensive programs were undertaken to plan and build school plants and to recruit administrators, teachers, and necessary staff.

Beginning his duties in a newly organized cooperative library system in November 1959, the children's services consultant was made aware of these factors immediately. Equally compelling in their possible impact upon future library consultant work were the national trends in the fields of education and publishing. The unprecedented advance in science and technology had its repercussions in the classrooms. New or altered educational concepts, progressive teaching methods, and sweeping curricular changes vitally affected the educational role of the library. In addition, the demise of established family publishing houses with their eventual emergence as corporations provided libraries with the task of selecting books for their collections from the countless literary products of the publishers' juvenile departments.

Faced with these irrefutable conditions, the children's services consultant in a library system was compelled to ask provocative questions. How does one control increasing inroads made upon present limited library resources and human services? How does one provide needed tools from the mass of material to guide children and help them develop sound foundations of values and concepts? How does one provide the intellectual stimuli and incentives to keep alive children's gift of wonder and to satisfy their insatiable search for

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knowledge? How does one provide needed social and cultural outlets to help lessen increased human tensions within and among individuals, caused by concentration of population, conflict of interests, or encroachments upon supposedly unapproachable geographical and social boundaries?

Seeking some explanations to these queries, the Consultant believed that the findings would provide one of the keys to his direction of service in a cooperative system. Surveying his new assignment within this context of thought, he assembled and studied all available materials which were applicable to this new type of library development and also those related to his specialized sphere of work. Correlating his findings, whenever possible, with proposed overall recommendations for children's services in "system" organizations, the Consultant gradually gained a proper perspective.

He saw his role and that of children's services not as isolated, separate entities, but rather as integral parts of the whole. It was of paramount importance to interrelate all parts of the system and establish, as a basic requirement, the same standards of performance and attainment for all units. If the desired outcomes were to be attained, understanding was necessary, from the very beginning, that any standard was not achieved if its provisions were met for one part of a service but not for another. This concept was not new, but it was worth re-emphasizing, for its deeper meaning was to become more evident in succeeding months. The Consultant would have to use his educative abilities and guide individual, independent libraries from local, insular thinking to a position where they would willingly accept as a practical, working philosophy "better library services and facilities for all people through cooperative efforts within and among libraries."

The Consultant also saw possible patterns of consultative work and a direction of children's services which would be indigenous only to the county serviced by a specific system. These patterns and directions became evident when comparative analyses were made with the geographical features of other counties and the types of organizational structure adopted by other systems. From the similarities and differences which were noted, one appreciates the complexity and specialization of children's services in a system organization.

Organizationally, in New York State, as of September 1962, 11 of the 22 state systems had a children's consultant or coordinator.⁴ Considered essential, this position was thus provided as a field advisory

service to librarians and trustees within these respective systems. By a practical demonstration, therefore, substantiation was given to the statements relating to the important role of children's services in a public library as advanced by Carleton B. Joeckel and Amy Winslow,⁸ Robert Leigh,⁹ and Joseph Wheeler and Herbert Goldhor.¹⁰

In some systems the member libraries have certified trained children's librarians while in others the library director includes this service among the many duties which he performs. There are also situations in which the children's consultant may be the only specialized person for this work in the entire region serviced by a system, or in which he may have anywhere from one to 30 children's librarians with whom the work can be accomplished cooperatively.

As a corollary to this function, a consultant in a system organization may operate solely from a headquarters office and devote full time to field advisory service, such as is done in the Westchester or Nassau Library Systems in New York. Or the chief of children's and young people's services also may be scheduled for duty in this department of the headquarters building, as is the plan used by the North Central Regional Library in the state of Washington.

Geographically, a cooperative system with its multiple units may be easy or difficult for a consultant to traverse. For example, the Nassau Library System services a land area which has only 206 square miles.¹¹ This limited size facilitates access to the farthest points and makes it easy for local library staff to reach the central headquarters. In startling contrast is the North Country (New York) Library System which covers 5,438 square miles¹¹ or the North Central Regional Library in Washington which extends over 16,000 square miles. In this latter example, there is one library located four hours away by auto from the headquarters library.¹²

A children's consultant's program is also largely affected by the type of area serviced. For example, Nassau County is a highly suburbanized residential area. With a density of population in established villages, towns, and districts, the System has a potential library audience of 982,722 individuals.¹¹ Lacking natural barriers such as mountains, lakes, rural regions, or impassable rivers, this System may seem to be unique; however, suburban type libraries are not without problems. According to S. Gilbert Prentiss, Director, Division of Library Extension, New York State Library: "The existing libraries in suburban areas are often poorly located and inadequately financed to meet the pressures of a mushrooming population. The problems of

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organization and tax base require careful study in the formation of new library units. Suburban library problems present a challenge that must be met if all are to have adequate service.¹³

It is enlightening to compare this situation of a consultant in a system containing only suburban libraries with that in which there is a combination of urban and rural communities. This is the complex found within the San Mateo County (California) Free Library System or the King County (Washington) Public Library. Fundamentally, children have similar developmental tasks to achieve, their interests and desires are not too far apart, but this external factor of environment may affect, to some degree, the services or materials offered. True to the republic of childhood, our young friends can confound us. From an urban-rural cooperative system in the far Northwest a consultant writes: "Our children read the same books as children in other parts of the country, but they are exceptionally fond of horse, Indian and pioneer stories, which can be explained. But why 'Whaling' is a popular subject in the Grand Coulee Basin Country, I can't explain."¹²

Finally, in a consideration of system similarities and differences, children's consultants may find one system embracing most of the libraries in only *one* county such as the Onondaga (New York) Library System or the Suffolk (New York) Cooperative Library System. In other systems more than one county would be serviced, such as the Finger Lakes (New York) Library System, which represents as many as five counties in its library membership.

Although these varying organizational and geographic patterns exist in the cooperative library systems, children's consultants are committed to concepts of library service which embrace several broad fundamentals. These ideas have a direct relationship to the successful attainment of library standards:

(a) The system should adopt an acceptable, practical, working philosophy of children's work which is in harmony with the broad objectives of national and state library associations and satisfactory to the demands and desires of the local situation.

(b) It should evolve a "plan of service" which will serve as a blue print for action. Such a plan includes (1) the purposes of children's services, (2) the scope of service, (3) the functions of children's services, and (4) the methods utilized to implement the plan of service. As a corollary, it would be necessary to establish a flexible structure of priorities, noting those which fill immediate needs and

interests and those which require long-range planning.

(c) The system will need to equate children's services with all other services in the overall library program. Such an equitable balance is predicated upon a proved premise that specialization is needed in work with children, as is noted by Carleton B. Joeckel and Amy Winslow: "Service to children represents one of the most distinctive guidance functions of the public library. . . . Libraries have developed this portion of their program to a considerable degree of specialization, with a personnel trained in a special literature, a special reading psychology, and special guidance techniques."⁸

(d) Consultants and other personnel involved should require the same high standards in children's services as one demands in other areas of library work: "Contrary to some misguided conceptions, children need the most (not the least) qualified service to assure them the maximum use of a library and its resources to satisfy their limited, but ever expanding intellectual, social and emotional needs."¹⁴

(e) It is necessary to make explicit the two-way responsibility which exists between a system children's services and a local library in a cooperative library system.

(f) Finally, in this type of organization the system must clarify the position and work of a children's consultant in a cooperative library system in relationship to the administration and staff of the system headquarters and to the children's services and administration of a member library.

If these are broad fundamentals, what specific plan of service does a consultant employ to structure a strong foundation of children's services in a system organization? The planned approach of service is in direct relationship to some of the basic needs and desires of the member libraries. After cooperative discussions have occurred between a Consultant and the staffs of the libraries, a mutual acceptance of a sound premise is determined. One of the Consultant's prime responsibilities is to assist local libraries, in an advisory and/or supervisory capacity, to enrich and, where necessary, to recommend re-directions of certain aspects of their work with children. Attention is focused upon three broad categories: (a) administration of children's services on local and system levels; (b) book selection and those related functions which are devised to enrich and expand local library book collections; and (c) cooperative creative programming which may be utilized locally or as a system effort in the work of bringing together children and books.

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Administratively, a consultant in a cooperative library system is responsible for the overall organization, administration, and direction of work with children. Under broad supervision and subject to the approval of the director, this position involves responsibility in recommending and establishing policies necessary to the successful functioning of the Department. Thus, for example, one of the immediate policies which has to be determined is the scope of children's services. Recognizing the historical pattern of children's work in public libraries, a consultant reviews the types of plans now employed—preschool through eighth grade, preschool through seventh grade, or preschool through sixth grade.

Finding all three types of organizational patterns existing under varying circumstances within the local libraries of a system, a consultant seeks a common denominator among all three. Conferring with the parent body, the State Library Extension Division, a new system aligns itself with this recognized authority and adopts its standards. Thus, in New York State, the system consultants can clearly delineate boundaries for children's services in an approved system policy statement agreed upon by the consultant and library director: "The Children's Services of a Cooperative Library System refers to all service given (a) to children from pre-school Grade Seven who are present and potential users of a library and (b) to any adult who may seek guidance and assistance in bringing together children and books."¹⁵ Conferring with other department heads, a consultant helps to coordinate his services with the overall library program. He also serves in an advisory capacity to assist in formulating system policy in areas not specifically related to children's services.

Considered a specialist in his field, a consultant is constantly alert to the creative task of initiating new areas of thinking related to the entire program of public library service to children. Analyzing needed statistics, preparing reports, making studies of operating procedures, keeping abreast of trends—the consultant refers all findings to the system director for consideration and possible implementation.

Extending his administrative concerns into the member libraries of a system, the specialist provides guidance and consultative service in his particular sphere of work to library directors and staff performing children's activities. Through frequent scheduled visits a consultant acts in an advisory or educational capacity, representing a liaison between headquarters personnel and local libraries. During such joint conferences with a library director and children's librarian, if one is

assigned, a clarification is reached regarding the definition and scope of children's work. Emphasis is also placed upon its necessary degree of specialization. Unfortunately, for some directors, there has been a lack of administrative understanding concerning this many faceted department in their library.

Cooperatively, consultant and local library staffs interpret policies and confer upon matters of existing practices and procedures for purposes of refinement. Helping libraries to diagnose and understand those problems of children's services which cause grave concern in a local unit is a primary responsibility. Interesting mutual insights are gained in such diverse matters as arrangements of physical facilities, budget, staffing patterns and lines of authority, maintenance and enrichment of book collections, and programming within and beyond library walls.

Constantly working to sustain and elevate the level of professionalism in children's work, a consultant complements the work of local libraries and recommends standards of performance which may be adopted. Cooperative in-service training is made available through workshops. Such media provide excellent opportunities to recognize and develop unique talents of librarians through individual guidance and group discussions. They also establish needed controls in handling volunteer nonprofessional personnel who seek to offer well meaning but often misguided methods of service to a local agency.

Finally, professional growth is further encouraged by the consultant through planned cooperative meetings, participation in county and state library associations, and pilot projects to determine the effectiveness of new concepts or suggested services. These are some of the primary administrative responsibilities of a consultant which may vary according to the organizational structure of a children's services department. Thus, field advisory workers in some systems may also be more directly involved with the public, as is indicated by the Children's Librarian of the King County Public Library in Washington: "Our work includes the full scope of children's librarians responsibilities: floor work with children and adults, school visiting . . . talks to adult groups, bookmobile runs, the purchase and maintenance of library materials, special story hours and regular summer series, and the preparation and distribution of book lists. We all work from our Headquarters into the county bringing these mentioned professional services."¹⁶

Fundamental to the success of any public library service to children

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is a comprehensive, carefully selected collection of books which may be used in every avenue of meaningful library guidance. Various methods are employed by different systems, but underlying all techniques is a belief that book evaluation and selection are two of the consultant's most important functions, regardless of the type or size of library he serves. Because there is no "magic formula" to apply to distinguish a good book from one not worthy of selection, selection requires concentrated, sustained individual and group attention.

This sentiment has served as a catalyst in many cooperative systems and has aided consultants in their efforts to form joint book selection programs. Whether a consultant can only suggest or advise in the area of book selection, as it is done in systems where local autonomy prevails, or exercise complete control over the selection of materials by libraries which are branches, it is apparent that the results are immeasurable. Such coordinated action brings to areas library materials which were formerly unavailable. It also permits the active participation of librarians in a professional duty, which sharpens their critical judgments. Most important this cooperative service helps the consultant to provide guidelines for libraries which wish to formulate book selection procedures for local use. The following suggested recommendations are examples of an outgrowth of such a service in the Nassau Library System:

(1) Definitely stated criteria for book selection and ordering of juvenile titles should be established in every library and recognized by every staff member as a duly authorized procedure.

(2) All books, sets and series, and encyclopedias which become a part of a children's book collection in a library should be carefully read, analyzed, and evaluated before purchase.

(3) Procurement of juvenile titles before or immediately after publication date, without proper evaluation, is not a sound, professional criterion in book selection.

(4) Special prepublication prices and discounts, "packaged bargains," and automatic acquisition of book club or series titles are questionable approaches in book selection and ordering. It is wise to remember that these inducements do not affect the content quality of the purchasable item. If a book is worth its value in literary quality, it will still be an effective item after an objective, professional evaluation. Not all titles which appear in a series or which are offered by a book club membership merit automatic purchase.

(5) The system consultant receives prepublication review copies of children's books, series and sequels, and encyclopedia sets. These are available to any library for analysis and evaluation before individual purchases are made.

(6) Recommendations made by the Cooperative Juvenile Book Review Center and professional library book review media may serve as guides for member libraries in their selection and ordering of juvenile titles.

(7) The purpose and intent of a librarian and a sales representative for adding books to a collection are both positive in nature; however, their approaches to the selection and suitability of titles are often guided by different sets of objectives and criteria.

(8) The consultant will be happy to have libraries refer to his office any salesman, publisher's representative, or agents who are not acquainted with the purposes and operations of the Cooperative Juvenile Book Review Program.

Any publisher's representative is welcome to have review copies included in the Book Review Center. Arrangements may be made with the consultant.

Problems and suggestions advanced by both the local librarian and the publisher's representative will be welcomed by the consultant for consideration in the further development of a sound Juvenile Cooperative Book Review Program in the Nassau Library System.¹⁷

Book selection in a system organization receives greater depth from cooperative compilation of a list of books for a core collection in local libraries. Joint work on replacement lists and special subject bibliographies eliminates needless independent efforts and wasteful duplication. In extending cooperative book reviewing beyond the confines of a system organization, it is advantageous, where possible, to share this program with the school librarians in the communities served. Retaining its primary responsibility to public libraries, a system may benefit, nevertheless, from a controlled reviewing activity that includes its educational counterpart. Pooled efforts in areas without sufficient children's or school librarians strengthen collections in both agencies.

In most systems, consultants establish centralized pool collections of books for children's services as another facet of book selection. Planned primarily to assist new libraries, the books are also available to any member library in need of additional material on a specific

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subject. With all of these books processed and ready for circulation, the service has far-reaching implications. Through the loan of these materials to local libraries, consultants may, by indirection, complement the various methods devised by local libraries to enrich and enlarge their collections. They also use these loan collections as needed to help libraries with limited budgets. Professionally, these collections expand the horizons in children's literature for local staff members who may have limited book backgrounds.

Administering children's services and coordinating cooperative book selection practices in a system organization will focus a consultant's attention, eventually, upon the recipient of all of these efforts, namely, the child. How does one reach him through system services? What will be the extent of programming needed to stimulate and gain children's interests in books and reading?

Cooperative programming with coordinated high professional standards provides opportunity for creativity on a local level. Adopting sound objectives and policies in their work, consultants provide for local libraries a sense of direction and of stability and a means of growth for their activities. With carefully delineated procedures, arrived at through mutual discussions and workshop techniques, libraries are able to avoid random activity which often leads to goals that are incompatible with children's needs.

Interrelating the diverse program into understandable patterns, system libraries can gain a broad perspective of the many kinds of activities possible in local situations. (a) Programs within libraries can be drawn from such suggested activities as preschool and picture book hours, story and "read aloud" hours for older children, special family evening story hours attended by children and parents, film programs, reading clubs, junior great books discussion groups, or hobby and creative drama programs. (b) In their work with schools, local libraries can encourage class visits, librarian's visits to schools for classroom or assembly programs, and cooperative projects to handle reference services and class assignments. Through system organization, a consultant's office can accept invitations from school authorities to teach district in-service courses for teachers. Subjects studied may include storytelling, children's literature, and the use of the trade book in the enrichment of the curriculum. Complementing such in-service courses for educators are those given in adult education programs for parents, on children's books or family enjoyment through reading. (c) Work with adults in cooperative system pro-

gramming can be as inclusive as a library may wish. From guidance in book selection through talks before civic and educational community groups and institutes, it may extend to the organization of a central historical collection of children's books and illustrations. Serving as a depository for valuable out-of-print books or rare editions no longer useful in a local library, such a collection becomes a rich cooperative resource center for authors, educators, and graduate students.

Completing joint programming efforts, consultants can guide local libraries in using the media of radio and television with combined book talks, storytelling, and "read aloud" programs. Finally, system organization provides a natural outlet for planned rotating displays and exhibits, the formation of a centralized speakers' bureau, and exchange programs among the member libraries. Such contributions are possible only through cooperative children's services.

From this survey of children's services in a system organization, it is readily apparent that public libraries are manifesting new dimensions. There is a contagion in the air, influencing the direction in which libraries can move. Old concepts giving way to altered patterns of service make meaningful the axiom, "What is past is prologue!"

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Storytelling and the Story Hour

JEANNE B. HARDENDORFF

ARTICLES AND EDITORIALS appearing in professional journals during the last two years have raised searching questions about storytelling and what its role should be in the current library scene. This is a time of crisis: libraries are inundated by students pursuing facts and figures for school information; staffs are short; children's librarians are too few. There is a feeling that children have outgrown the need for the library story hour and that their tastes have become more sophisticated. Why, then, should children's librarians take valuable staff time to continue an outmoded tradition? Some believe that story hours are a carry-over from the past when children's librarians did not have as many demands upon their time, when the pace was more leisurely, and when there was more than ample time to perform the myriad duties which fell into their province.

It is apparent from articles and editorials that the terms *storytelling* and *story hour* have been confused. They are not to be used interchangeably. "Storytelling" may be done by a children's librarian—or by any other person, for that matter—in public libraries where no "story hour" exists as such. "Story hour" ordinarily designates a regularly scheduled period of activity which includes storytelling or storytelling combined with other activities. The regular practice of storytelling may entail the finding of staff, time, and space for scheduled story hours. However, the value of storytelling, which is the major concern of this paper, lies in its role, its rank, and its obligations in relation to the overall library service available to children.

In order to obtain background for this article, the author sent questionnaires to children's librarians in public libraries and to children's consultants in state libraries. These questionnaires were sent to libraries on the basis of geographic representation, size of system,

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and population served. Multibranch systems with many children's librarians, as well as smaller libraries serving their entire population from one central library, were included. Of the 55 libraries queried, 43 questionnaires were returned—a representation of 78 per cent.

The first half of the questionnaire dealt with storytelling for the six- to eleven-year-old child; the second half dealt with storytelling for the preschool child. In the main the following questions were asked:

Was storytelling a part of the programming as a regular activity?

Did the library have a storytelling specialist?

Had attendance at story hour dropped or risen over the last years?

Was there a correlation between population change and response to the story hour?

What was the attitude of the administrator?

Did the administrator have an understanding of the role and function of storytelling in library service to children?

What was the attitude of the head of children's work toward storytelling?

What were the attitudes of the children's librarians toward storytelling?

What was being done by libraries to train new staff members as storytellers?

Why was this training considered necessary?

What were the effects, if any, of the attitudes in agencies holding story hours in relation to the willingness of the children's librarians to conduct a program?

Did such attitudes affect the success or failure of a story hour program?

What was the attitude of the administrator towards pre-school story hours?

What had been the growth of pre-school story hour in the last five years?

Had there been a tendency to hold pre-school story hours if it was not possible to hold both the regular and the pre-school?

Only one out of the 43 libraries replying was without a storytelling program, and that one was in the midst of completing a new building which included a story hour room.

Reaffirmation of a strong belief in storytelling was paramount from the replies. Storytelling is still considered one of the first obligations in service to children. Report after report stressed that the success of the story hour depended upon the personality and enthusiasm, as well as the ability, of the storyteller.

The replies to the questionnaire were contrapuntal. If one said that story hours had maintained their greatest popularity in fairly stable, moderate-income communities where children were not engaged in many extra-curricular activities, the next report said that residents from new suburban areas and the upper-middle-class areas were the most avid supporters of story hours. If one report stated that the greatest attendance was in busy urban centers and in densely populated housing areas, another stated that children's librarians who worked in underprivileged areas found storytelling to be an essential part of their work. If one report said that attendance had decreased drastically during the past five years because of population changes, another said that the total average attendance remained the same. While one library reported its most popular story hour was in its most sophisticated neighborhood and attended by older children, another reported its most popular program was in nonsophisticated areas where home influence remained strong. Thus it went—one assessment balanced another.

A portion of the questionnaire posed the question of whether or not there was a correlation between the utilization of nonprofessional staff for storytelling and the trend of attendance. Again the replies balanced one another. One library reported that storytelling suffered when nonprofessional staff members were used, while another reported that there was no correlation between the use of nonprofessional staff or professional staff in the success of story hours. The variation existed on the basis of ability; a nonprofessional might be a better storyteller than a professional. One said that the maintaining of a story hour was definitely regulated by having a professional staff member who was also an experienced storyteller (lack of a trained person meant absence of a story hour), while the next reported that the nonprofessional's personality, warmth, and enthusiasm were paramount in sustaining the program.

The results of the survey showed that the majority of administrators not only understood the role of storytelling but were also actively interested in maintaining story hours as a regular activity for children.

Why is storytelling considered within the province of library work

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with children? It is interesting to find this same question posed in 1899, for it was then that storytelling began as a systematic activity at the West End Branch of the Carnegie Library of Pittsburgh. Regular story hours were started the same year at the Buffalo Public Library. According to Ruth Hill, "Marie Shedlock's coming to America in 1900 to give monologues and to tell Andersen's fairy tales had a far reaching effect. Libraries were ready for just the inspiration Miss Shedlock had to give, and for her practical instruction in the art of storytelling to students in training to become children's librarians."¹ The inclusion of story hours as part of the library program for children began to spread. Libraries in Boston, Chicago, New York City, and Cleveland all responded to the use of storytelling, especially as they saw its promise as a reading guidance tool. In 1910 reports on storytelling activities in various library systems were compiled by Anne Carroll Moore. Some of the remarks included in those 1910 reports have as much relevance today as they did when they were first compiled.

The answer to the question first asked and acted upon in 1899 was again answered in the *Children's Library Yearbook* of 1929: "Because of the joy it gives, storytelling is one of the most effective ways of quickening the powers of perception and of directing the interests of children. It is not strange then that the public library adopted it as an important activity in its work with children, and recognized in it an appealing and far-reaching method of presenting some of the great world literature to them."²

The introduction to a list of stories issued by the Carnegie Library of Pittsburgh recalled in a short history of that first story hour for children nine years and older that "After a few months a change was seen in the children's reading."³ In 1910 the New York Public Library had this to say in its report: "Marked results of storytelling after three years are shown by a very great improvement in the character of the recreational reading done by the children and in their sense of pleasure in the children's room."⁴

And so it was that story hours were begun in public libraries. Children's librarians realized that children needed a wider knowledge of books and that, since children lacked the power of comparison and the ability to discriminate, storytelling was a strong tool for broadening their range and guiding them in their reading.

The first *Children's Library Yearbook* also stated, "There is no surer road to a child's heart than through the gateway of storytelling. This

road leads to mutual understanding and comradeship between the librarian and the child. How pleasant to find that both enjoy the same things! Now they belong to the same fraternity. In the minds of children confidence is established in the sympathy and judgment of their librarian."⁵ The one aspect of service to children which remains constant and unvarying is the child himself. Children's librarians today are as much aware of this as were the pioneers in the field. Those who work with children must prove to each child that they are worthy of receiving the child's confidence and trust before they are able to establish rapport. It is in this respect that storytelling has proved invaluable. This winning of confidence is the crux of serving children in library work. The child, unlike the adult, will not voice his disappointment but will tolerate the librarian until rapport is re-established. It is perhaps this peculiarity which sets service to children apart from service to others of the library public.

Elizabeth Nesbitt in 1938 speaks in these terms in writing about storytelling:

Early in the days of library work with children, librarians realized their peculiar province was to educate children in the art of reading, a thing quite different from the act of reading, or from the hunting down of informative facts. The art of reading consists of the ability to read the literature of power with such sympathy and insight, that one is thereby educated for living. Its purpose is not an acquisition of factual knowledge, but an appreciation of intangible, imperishable verities, of the enriching experiences which men have struggled through centuries to express in literature. . . . It is because storytelling presents literature to the child and then withdraws from the scene, that I believe it to be one of the best ways of shortening the road to the art of reading. . . . It is the unique function of the library storyteller to use it [storytelling] in order to create a desire for the book.⁶

From the very beginning storytelling and the conducting of story hours was heralded as a reading guidance tool. Typical of the attitudes over the years concerning the role of storytelling in the library are Effie Power's comments in *Library Service for Children*, 1930: "Since the primary purpose of all story hours is to interpret literature to children and to inspire them to read for themselves, the children's librarian considers this contact with the children as most important";⁷ or Ada Whitcomb's statement in *Library Journal*, 1908: "It [story hour] should not be given because it is done in other libraries, but that children may be led to books."⁸

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It has always been difficult to explain to non-storytellers, whether they be adult librarians or new children's librarians, what transpires between the storyteller and the children. The intangibles, nonmeasurable in circulation statistics, can be felt by the storyteller watching the children as they begin to feel at home in the children's room. On the children's part, it is knowing that what they may be unable to express is understood. A proprietary air prevails when children know they are understood. Many children ask for and proceed to borrow the books used in a story hour on the day the story hour is given. Some children must digest the impact of the story slowly and then come back later; even so, they do not always come back for the book used as the source at the story hour, but for allied reading material. The storyteller knows that results are not always instantaneous.

Misinterpretation of storytelling and story hours which prevailed when storytelling first began in libraries and continues in some quarters today is typified by John Cotton Dana's remarks in an article published in *Public Libraries*, 1908, in which he set forth reasons for not having storytelling as part of a library program:

Storytelling to groups of young children is now popular among librarians. The art is practiced chiefly by women. No doubt one reason for its popularity is that it gives those who practice it the pleasure of the teacher, the orator and the exhorter. It must be a delight to have the opportunity to hold the attention of a group of children; to see their eyes sparkle as the story unwinds itself; to feel that you are giving the little people high pleasure, and at the same time are improving their language, their morals, their dramatic sense, their power of attention and their knowledge of the world's literary masterpieces. . . . The assistant entertains once or twice each week a group of forty or fifty children. . . . To prepare for this half-hour of the relatively trivial instruction of a few children in the higher life, the library must secure a room and pay for its care, a room if it be obtained and used at all could be used for more profitable purposes; and the performer must study her art and must, if she is not a conceited duffer, prepare herself for her part for the day at a very considerable cost of time and energy.⁹

Administrators still raise similar questions today, particularly the one about the time needed to prepare for a story hour. What Effie Power stated in her chapter on reading guidance in *Library Service for Children* contains a basic principle which applies not only to the learning of a cycle story but to all storytelling as well. The preparation for one story which may require thirty minutes for telling may

require ten or twelve hours of preparation if the storyteller is preparing it for the first time. This is not a waste of time for any library, large or small. After a background is acquired and a repertoire is begun, it takes less time to prepare other stories. As Miss Power aptly said, ". . . the children's librarian who does not know great world literature intimately, lacks the foundation required to evaluate books for children."¹⁰ Storytelling necessarily demands a great deal of reading in order to find a story which fits the teller as well as to provide background and language, and in so doing, to cultivate and deepen the teller's appreciation of literary values. Storytelling has a value beyond that of its function as a reading guidance tool for children: it leads the storyteller into keener awareness of the infinite possibilities which lie in all works of literary merit. Administrators who are inclined to think of story hours in terms of staff time involved and the loss of service to the general public might well consider what could be lost in quality of service if storytelling were to be discouraged.

A fallacy—one might say a myth—has persisted that storytelling and the conducting of story hours were done with great ease and the full cooperation of all staff 20 to 30 years ago. Reports and surveys of storytelling indicate that since its inception "Much has been done under the most discouraging conditions."¹¹ Ruth Hill wrote in a *Library Journal* in 1940, "While practically all have recognized that regular story hours would be the perfect arrangement, inadequate appropriations and limited space have presented almost unsurmountable obstacles to the ideal state. Almost, I say, for many, convinced that the dropping of story hours would be the failure to meet one of the children's librarian's greatest obligations, have managed through careful planning and some personal sacrifice to carry on story-telling in spite of difficulties."¹²

A study from the Queens Borough Public Library bears out that what was true in 1940 is still true today. Convinced of the worth of story hours, many libraries continue them—using specialists, some conducting only summer story hour programs, others for special occasions. A regular weekly story hour, in every agency, conducted by a skilled storyteller has been the goal or ideal since story hours were first begun. None of the articles has ever said at any time that 100 per cent of all libraries across the nation have had such programs. Where storytelling has been truly meaningful to both the storyteller and to children and has thereby produced an activity of value for the library, the tradition has been continued.

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Storytelling requires a storyteller. In evaluating the recent trends in story hours and storytelling, it might be well to reassess what makes a storyteller. As Mary Gould Davis said in her introduction to the *Arabian Nights*, "It takes two things to make a storyteller; a knowledge of literature and a complete command of one's own resources as its interpreter."¹³ Storytelling requires of the storyteller interest and enthusiasm for the literature worthy of presentation. It demands preparation through careful study and hard work. Storytelling then requires practice among children—taking the failures along with the successes. It would be easy to hide behind a statement often heard: "Storytellers are born not made." Experienced storytellers know that effective storytelling results when the challenge and the work which storytelling has to offer are met.

The developing of a storytelling ear—that ability to recognize even as one reads a particular story as one's own—does not come overnight. It is through much reading, through trial and error and repeated tellings of the story to different groups of children, that the nuances are finally developed which create a living thing from the printed word.

Storytellers are developed as well as born with the gift. Knowing this, large library systems hold in-service training programs, in an attempt to bridge the gap caused by so few storytelling courses being offered in library schools. Many children's librarians who have entered the field in the last five years have had storytelling only as part of a children's literature class. There are a few library schools which offer a separate course in storytelling, but no school offers a complete year's study. One graduate library school offers storytelling under the course name "Oral Narration Resources and Techniques."¹⁴ The description of the class does not use the word storytelling but the term "oral presentation." This de-emphasis of the importance of storytelling as a basic part of the training of a children's librarian was protested by many of the librarians who answered the present questionnaire. In 1940 Ruth Hill was overly optimistic in her hopes that "Slowly but surely, the universities and training schools that do not include it now will recognize its place."¹⁵

Library schools are faced with a dilemma! Classes must cover more and more subject matter to expose all students to the ever-widening scope of library service. On the other hand, the curriculum of any school, whether it be a library school or elementary school, reflects to a certain degree what is expected of its graduates. It behooves those

in the field of library service to children to let the library schools know that storytelling is still vital to any curriculum devised for children's librarians.

Preschool story hours are a comparatively new facet of library work with children. A search through library literature reveals that neither a definitive article nor manual giving a history or special techniques of the preschool story hour has been written.

In the late thirties and early forties, children's librarians began to see the need of having a program geared to the preschool child. They were convinced that the introduction of books—good books—into a child's early life was important. The goals of the preschool story hours are to introduce the best in children's literature and art to the young child, to provide an opportunity to develop the skills of looking and listening, and to acquire the knowledge of how to select books for home reading. Preschool story hours also offer to parents, as well as to children, an introduction to the services of the public library and thereby help to establish the library as an integral part of their lives.

The interpretation of what constitutes a preschool story hour varies widely. Some libraries have a picture book story hour; some follow the tradition of telling stories simple and direct enough for the nursery age child, while others use creative dramatics in their preschool story hour.

Preschool story hours have not been as universally adopted as one would think. Answers to the questionnaires sent out indicate that there are many librarians who hesitate to attempt working with the preschool child. Others, challenged by the problems offered by this age child—the short attention span, the process of learning to listen without interruption, the exuberance or extreme shyness—find in this activity a most rewarding aspect of service to children. Some libraries reported that staff members who have been reluctant to conduct the more formal story hour for older children are willing to take on a preschool story hour, feeling that the presentation of the picture book is easier and less time-consuming in preparation, and that small children are less critical than older children.

While some libraries have had programs for the three- to five-year-old child since the late thirties, other libraries have just begun to institute programs within the last two or three years. Systems which have had a long established story hour program for older children and have recently begun a program for the preschooler do not usually have the system-wide coverage that they have for regular story hours.

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In at least one system adult branch librarians conduct the preschool story hours; in other systems the adult librarians have not encouraged their children's librarians to have such a program because they have not wanted to work with parents. On the other hand, some libraries have found that preschool story hours bring parents as well as children to the library and have seized upon this opportunity to broaden their contacts in the community by having a program for the parents while the children are in story hour. Some librarians encourage parents to remain in the background during story hour time, believing that what is offered through storytelling is beneficial to both the parent and the library. Others feel that parents hamper the program and therefore discourage their attendance. Of course, to some administrators where the traditional story hour has been looked upon as mere entertainment, the preschool story hour is considered so much frill. The disparity evidenced by the reports indicates a pressing need for a manual on the preschool story hour, which would clearly define its goals, purposes, and functions.

Storytelling has proved its value over the years. Library systems which once were able to have a regular weekly story hour in every agency have had to adapt to the shortage of staff, to the conversion of areas set aside for story hour room to other purposes, and to the shortening of the story hour season. Smaller libraries, unable to offer as many story hours as the larger systems, have conducted story hours on a seasonal basis. Where the children's staff has been predominantly nonprofessional, workshops for volunteers in the community to learn the art of storytelling have been conducted by a trained children's librarian. These volunteers, schooled to carry on the tradition, have kept storytelling alive in the children's library program. Workshops have also been held under the sponsorship of state library agencies which reported that many of those who signed up, somewhat fearful of what was expected of them, finished the course not only enthusiastic, but also willing to continue doing work on their own in order to become accomplished storytellers. This was true for new, inexperienced library personnel as well as for lay volunteers from the community.

The proportion of larger libraries holding story hours has remained fairly constant. In *A Survey of Libraries in the United States* conducted by the American Library Association in 1927, it was reported that story hours were held in 79 per cent of the large libraries.¹⁶ A survey made by the Queens Borough Public Library in 1961 reported

"over 77 per cent of the 36 systems queried were still carrying on these programs."¹⁷ Where some libraries have had to curtail story hour programs, others have been able to initiate them. Some librarians have reported that the age of children attending story hours has dropped to ten years, while others reported an upswing in the support of their story hours by children through the junior high school age.


The disquiet which seems to permeate the literature and the discussions among children's librarians reminds one of Gimli's remark in *Two Towers* as he and Aragon rush to the rescue of the Hobbits, "we shall be of no use to them, except to sit down beside them and show our friendship by starving together."¹⁸ However, reports show that storytelling as well as the holding of story hours is far from being at a starvation point. Those who believe in the worth of storytelling will not have to show their friendship by starving together for the lack of storytelling. Storytelling imparts to the beginning and experienced storyteller alike clearer and deeper insight into the power of stories. It is still the children's librarians who must lead, in spite of the rush of children to absorb more and more information, and who must remain calm and resolute in the direction of library service to children.

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The Public Library Serves The Exceptional Child

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THE EXCEPTIONAL CHILD has been defined by William Cruickshank as "one who, by reason of a physical or intellectual deviation, is considered unique among children."¹ Thus, the term is used to designate a child who is intellectually superior or retarded, as well as one who is physically handicapped.

The need for special education for exceptional children was recognized by the National Education Association as early as 1922, when it established the Council for Exceptional Children, organized with the purpose of promoting "strong educational programs for exceptional children and youth."² More recently, there has been a growing public interest in the education of exceptional children, with public schools establishing departments for special education and parent groups organizing to bring the needs of these children to the attention of community groups and legislative bodies.

The Cincinnati public schools have had a Special Education Department for about 15 years. Working closely with the schools in providing library service for children in the elementary grades, the Public Library of Cincinnati and Hamilton County has long endeavored to serve children with special needs, but the average children's librarian lacked the time and background to do informed work in this area. Those children whose book needs were unique, or who would benefit from specialized services, were the concern of Eulalie S. Ross, Coordinator of Work with Children in the Library, when she recommended that specialized library service be extended to them even as special education served them in the schools. Acting upon Mrs. Ross's recommendation, the Library Board of Trustees approved such

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service, and in September 1959, the author was appointed as Specialist, Exceptional Children, to direct the program.

The groups of children served through this program include the gifted, the retarded, the blind, the deaf, other physically handicapped, the ill, the emotionally disturbed, and the delinquent. The service includes the making of special book lists, the giving of book talks to children and their leaders, storytelling, assisting in book selection for special libraries, the setting up of public library book collections for special institutions, and in some cases administering them.

As Emerson Greenaway³ indicated at the Montreal Conference of the American Library Association, the most highly developed of the programs for the handicapped in the library field is work with the blind. Most librarians know about the regional libraries for the blind, stocked with books in braille and talking book records by the Division for the Blind of the Library of Congress, but one is reminded by Robert S. Bray in his "Books for Young Blind Readers" that "there is a great deal to be done in making maximum use of these books."⁴

Of the regional libraries for the blind, only the New York Public Library has a full-time children's specialist. Cincinnati can now offer more reading guidance to blind children and in some cases be more helpful to them in their school work. To stimulate the children's interest in books—both braille and talking books—and to offer them reading guidance—the Specialist has visited the special classrooms for the blind several times a year since coming to the new post. In this program books are introduced through storytelling and the book talk much as they are for sighted children. Through school visits the librarian makes certain that all of the blind children are registered borrowers of the Cincinnati Library for the Blind and that they understand the procedure for securing books. Lists of the library's holdings are made available to all braille teachers and children's librarians. Children's librarians use titles available in braille in their book talks to visiting classes when a blind child is present with the sighted.

Some of the children telephone the librarian when they have special requests and assignments. These calls provide further opportunity for guidance. Very limited reference work is possible, but it has recently been augmented by the braille edition of the *World Book Encyclopedia*. There is still "a great need for reference material which can be used by the students themselves."⁴

Meaningful book service to the deaf child is beset with many difficulties and requires an understanding of his learning problems.

Charlotte Avery, of the University of Pittsburgh School of Medicine, says: "The child with permanently impaired hearing, by the very nature of the impairment, has handicaps which have an impact on his total development and adjustment. The effects of impaired hearing pervade all communication: understanding, speaking, reading, writing, as well as hearing language."⁵ Until his education is begun, the young deaf child "does not know there is a sound in the world, nor is he aware that such a thing as language exists."⁶ Language understanding and reading skills, even with good teaching, are usually about four years retarded in the child who has never heard, and this lag requires that his books for a long period be largely pictures. The first picture books for the deaf need to be about familiar things in the child's environment: home activities (such as those pictured in *Papa Small*), familiar animals and pets, foods, flowers, the seasons, stores, farm and city life, etc. Books in which the pictures tell a simple story give the child his first introduction to what the printed word can mean to him. The pictures need to be realistic with not too many ideas conveyed on a single page. The child will progress slowly to books with more text and fewer pictures, but through the intermediate grades books with relatively simple vocabulary and good illustrations are necessary.

Because classes of deaf children visit several of the Cincinnati branch libraries periodically, the Exceptional Children Specialist has worked with the children's librarians in preparing a good selection of books appropriate to the children's understanding. Acting in accordance with the philosophy of Patricia Cory, librarian for the Lexington School for the Deaf, she has undertaken to introduce some books through storytelling, with the children lip-reading. Mrs. Cory, who gives many helpful suggestions for storytelling to the deaf in her book *School Library Service for Deaf Children*,⁷ considers storytelling to the deaf "the chief device the librarian will use in guiding the children to appropriate . . . literature."⁸ It is worthwhile for its general stimulation of the children's interest in books.

Working with deaf children and their teachers during these visits to the library has been helpful in evaluating the usefulness of specific titles for the children's use. Two lists, one for the primary grades and one for the intermediate, have evolved from several years of work with the children. The lists have been made available to parents, teachers, and children's librarians as guides to book selection for children with this handicap.

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Unlike the deaf, who may have the potential ability for eventually becoming good readers and library patrons, the mentally retarded will never be able to enjoy the full benefits of library service. However, librarians have come to feel that the library can make a real contribution to the development of the limited capacities these children do have for learning. According to G. Orville Johnson, "The mentally handicapped, like other children, should be educated so as to make the greatest use of their abilities to satisfy their own needs as well as the demands of the society in which they are living."⁹ From the author's experience with the educable retarded and from the comments of their teachers, it is evident that the library's contribution can be that of offering them the valuable social experience of visits to the library for storytelling, brief browsing periods, and help in selecting suitable books. Most of these children do eventually learn to read, some of them up to fourth grade level, but their reading-readiness program is much more extended than that of the normal child—usually three or four years. During this period their language understanding and knowledge of the world about them can be promoted by a program of reading aloud and storytelling. Stories about animals and familiar things prove most successful with the younger retarded children. Realistic stories continue to be enjoyed more than fantasy and fairy tales, even by the older retarded child, although some stories in the latter category can be successfully used with the middle and upper elementary groups. Contacts with these children in their classrooms and during class visits to the library have helped in developing lists of suitable books in this area which are useful to parents, teachers, and children's librarians.

The importance of books to the hospitalized patient is generally recognized, and their place in the therapeutic process is explored in the October 1962 issue of *Library Trends*, devoted to bibliotherapy. Eleanor Walsh, a pediatrics nurse, has experimented with storytelling as a "prescription to shorten and brighten children's hospital stays."¹⁰ She believes that books often fill a need which young patients have for something more than the treatment ordered on their charts. The Cincinnati Public Library feels that the availability of books to the long-term patient is especially desirable, and where there was no library service in the Cincinnati hospitals treating children for extended periods, efforts have been made to supply it since 1959.

The Cincinnati Public Library's most nearly complete service to hospitalized children is now at the Convalescent Hospital for Chil-

dren, where there is a collection of some 400 books. Weekly visits are made to the hospital to give service to the patients—usually around 65—to whom books are meaningful. Some of these children are seen in the hospital classrooms, where book introduction to groups is possible; the others are served in their wards. During the summer months there are story hours in the wards and in the recreation room. Many rewarding experiences here are assurance that this book service fills a genuine need, and that its benefits are far-reaching.

The mentally ill children at Longview State Hospital are served through a smaller collection of books placed there by the Library and administered by teachers in the hospital school. This service is supplemented by books borrowed from a neighborhood branch by those children well enough to leave the hospital under supervision and visit the branch. At the time of these visits some book talks are given, and then individual guidance is offered. The Library caters to the children's interests but also suggests titles which might support the child in time of stress. The author works closely with the children's librarian in this program.

At the Child Guidance Home, a residential treatment center for emotionally disturbed children, service is given in various ways. It is a situation in which books can be used to good advantage as an adjunct to other therapies, for the children all have good native intelligence and all work with a psychiatrist. The Home receives monthly classroom collections from the Library when the Specialist visits there for storytelling and book talks. Books are selected with the individual child's interests and problems in mind and are introduced in a classroom setting. She also makes special book lists for the psychiatrists when they feel that a child's problem may be helped by bibliotherapy. Although the results of such reading cannot be measured, there is evidence that books often mean a great deal to a disturbed child by helping him to express his own feelings and to identify himself with book characters or situations.

Another agency served with a book collection is the Hamilton County Youth Center where children who have been law offenders await trial in Juvenile Court. Because their period of confinement is relatively brief, their collection consists of short works of fiction and biography, books which can be read to advantage in parts, and titles that invite constructive browsing. The circulation records of this collection show the children's interest in problems of growing up, with books like *Twixt Twelve and Twenty* being especially popular.

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Stories of jungle life and those in which violence in nature is described are also popular. This interest supports the theory that the reading of such stories may give the child a healthy release from his own feelings of hostility.

In terms of what it may mean to the world of tomorrow, work with gifted children probably offers the greatest challenge, for these boys and girls are future leaders. Books for gifted children need to satisfy their characteristic curiosity and imagination, have sufficient merit to stir their thinking, and convey truths to promote their maturing sense of values.

Cincinnati has no special schools or special curriculum for the gifted in the elementary grades, but most of the schools have homogeneous grouping so that the gifted are classed together. Enriched programs are made available as the teachers find them possible, and here the library stands ready to cooperate by furnishing special book lists, and other services. One of the most successful cooperative efforts has been in the Great Books kind of discussion program. For one series of such discussion programs the Specialist suggested titles for use by second and third graders and served as co-leader for one of the groups in the classroom. The children had been selected for their keen interest in reading and their response to the discussion was excellent, with their perceptive comments reflecting their comprehension and understanding.


Another project—a summer enrichment program for academically talented fifth and sixth graders—was also planned in cooperation with the schools. In this project, however, the discussions were held in a branch library, and the library was responsible for both the selection of books and leading the discussions. The branch children's librarian and the Specialist compiled a list, "Fiction to Enjoy and Remember," to guide the children's summer reading, and the Specialist led the discussion of five of these titles, using the Great Books question method. The children in this group had been chosen for their general scholastic abilities rather than their interest in reading fiction, and the response was not quite as good as it had been with the groups in the classrooms. However, almost all of the children expressed a liking for this kind of discussion, and both the children and the leaders gained enough from the experience to make it worthwhile.

Lewis L. Burkhart, Chairman of Special Education in Ohio, calls for "community awareness of the need of every exceptional child to realize his full potentialities for self-expression, self-realization, and

service.”¹¹ In all areas of work described in this article the purpose has been to be aware of this need and to contribute to its fulfillment.

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Public Libraries Utilize Non-Book Activities And Materials in Work with Children

BERNICE BRUNER

AESOP MIGHT HAVE WRITTEN a fable thus:

A dispute once arose between Book and Nonbook in a public library as to which was the more persuasive of the two. They agreed, therefore, to try their power upon a young patron to see who should be able to lure him into the library first. Book began by coaxing him with adventure, science, and poetry. But the more enticing Book became, the faster away from the library the young patron walked saying, "I do not want to read." Then came Nonbook with pictures, music, and activity. The young patron thus lured by the film-showings, club meetings, story hours, and tempting displays entered the Library, looked, and then began to read. Thus Nonbook was declared the winner.

Formerly controversy may have existed in some communities that held to the idea that a library was a storehouse for books and that all extraneous material should be barred from it. Happily today this notion has been exploded by the wide use of audio-visual aids in the schools, by the acceptance of television in the home, and by the strong pull of advertising.

Children are neither forced nor bribed to go to the library. Because children's capabilities vary and their interests change so quickly, it is recognized as good strategy to employ many means to catch these fleeting interests, the precious time, and the varying abilities of childhood. And librarians, especially children's librarians, are no longer ashamed to admit that they do use many legitimate means to acquaint young people with books as well as to encourage them to use books and to read books. However, these very "lures" have intrinsic values

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of their own and must be considered apart from books for their own contribution in stimulating the thinking of young people.

So, unlike the altered Aesop's fable, Nonbook is not the winner, nor is Book the stronger. It takes both to achieve the librarian's goal of "the right book to the right child at the right time."

Because it is acknowledged that there are so many books in the libraries and so many children outside the libraries and that the ultimate goal is to bring them together, it is appropriate to examine more closely the means to accomplish this. Although there are various ways, those discussed here are most often associated with children's libraries. They will be classified as (1) films and filmstrips, (2) recordings, (3) displays and exhibits, and (4) clubs and other activities.

Films and Filmstrips. Schools have early recognized that films help bring children to books. Several reasons—the high cost of films in comparison with that of books, the lack of space and equipment to use films, and inexperience on the part of librarians in using this medium have made the library lag behind schools in using films with children.

However, local film circuits, film centers in more areas, additional rental films, and librarians' ingenuity have made available more films than ever before for children's rooms of the library.

There are two distinct uses of films and filmstrips in programs: (a) a regularly scheduled program where one long film or a combination of shorter ones make up the entire feature, and (b) a storytelling program combining films or filmstrips and possibly music with the story.

Since children are exposed to films so freely in their schools and in home television viewing, the question arises of just how "educational" these library film showings should be. Should only a storybook film or a book-related one be used?

The first type of program allows for the use of documentary narrative, travel, nature or wildlife films, or animated ones. Some libraries gear film showings, which ordinarily draw an older group of children, for family night in the library. It should be realized that what children see on the screen may well be a springboard to further exploration. Films attract nonreaders by eye and ear appeal, stir their imagination, and suggest hobbies or further pursuits of interest which can be satisfied in books.

The second type of program, related as it is to storytelling, calls for a more artistic or creative film to enhance the mood of the accom-

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panying story or recording. Usually these combinations follow some theme such as Indians, animal tales, or stories around the world. This type of program allows for the use of community resources—an animal borrowed from the zoo, an Indian artifact from the museum, native costumes from a foreign-born resident, a dance routine from a local studio, souvenirs from a traveling patron, or a variety of records. It is possible to vary the program by using the film to introduce a discussion or to precede a talk by a guest authority.

Every librarian who has embarked on a children's film program knows some of the problems—most of which can be avoided by (a) insisting upon date confirmation if the film is rented or borrowed, (b) previewing the film to assure that it and the projector are in good repair, (c) having a competent operator, and (d) holding the film program in a room that can be sufficiently darkened and remain ventilated.

Filmstrips are more flexible, can be used with less complicated equipment, and can move at a pace dictated by the operator and viewer. However, the same criteria—artistry, faithfulness to the story, and good taste—are as applicable in selecting filmstrips as in choosing films.

Any library purchasing, renting, or borrowing 16mm films should refer to *Films for Children*,¹ an annotated list of 205 such films which are not classroom or informational films, but those which children view for the same reasons they read good books. The introductory articles also provide an excellent foundation from which to plan programs with good taste and imagination.

No one can say just what place films will have in children's libraries of the future. Certainly it takes no crystal ball to predict that more and more films and filmstrips are going to be produced. It can only be hoped that quality will not be sacrificed, that some of the better television programs, such as *Discovery*, the Shirley Temple *Fairy Tales* of a few years ago, and the Walt Disney *Wonderful World of Color*, can be made into 16mm films for rental or purchase by public libraries.

It is hoped, too, that the forthcoming film of *Mary Poppins* by Walt Disney Productions will launch a trend in faithful adherence to the already approved text of well liked juvenile stories. And further it is hoped that the plans of Morton Schindel, creator of Picture Book Parade, will materialize. He feels that the classics of children's literature have much to offer the modern child, and plans to follow his *Randolph Caldecott* filmstrip with other folk tales and rhymes. He

plans also to enter the conceptual field with Sesyle Joslin's *What Do You Say, Dear?* and other books about sizes, shapes, and sounds. He envisions the day when he can produce "live" films from books like *Homer Price*.²

The challenge of using 8mm film is another possibility not to be abandoned. Its perfection will make possible the filming and re-showing of local talent puppet plays, story hours, and other special programs.

Daniel Lesser, Film Librarian of New York University, is concerned because there is no Children's Film Center in the United States, as there is in 17 other countries, to support and promote the growing interest in the planning, production, distribution, and exhibition of children's films. His investigation, the results of which should be published in 1963, is expected to show that the public library is the best means of implementing a nationwide program of film showings for children.

Recordings. Unlike films and film projectors, records and record players are within the price range of most public libraries in the United States. There are no accurate figures to indicate to what extent these libraries use or circulate records, but a safe assumption would be that all who do any programming have found records indispensable in the following ways:

(a) To combine with stories. A Folkways music or dance recording sets the mood for a story with an international background.

(b) To enliven preschool story hours. It is expecting too much of preschool children to sit quietly for a whole story recording. They need to respond physically to what they hear. So *Looby-Loo* and other records of this sort encourage listening to follow instructions. *Mexican Hat Dance* urges creative interpretation, and other records form the background for the rhythm band instruments.

(c) To provide incentive for creative dramatic interpretation from such story records as *The Sorcerer's Apprentice* or *The Emperor's New Clothes*.

(d) To introduce books. Action-packed retellings of the Landmark Books in Enrichment records, the vivid sound pictures in the Weston Wood productions, or the dramatic readings of Boris Karloff or Charles Laughton provide a different sort of talent from that of the local storyteller.

(e) For music appreciation. Some libraries have regularly scheduled record programs for older boys and girls. One session may be

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centered around jazz recordings; another built around the music of one composer; another, songs of some special era, such as the Civil War. Folksongs, folk dances, or native music are other possibilities. Experience has shown that these programs are best when the group is small and informal and when a librarian or leader is at hand to interpret.

Many children's departments provide a listening area where a child may listen to recordings of his choice without disturbing others in the room. Any library considering the purchase of equipment for such an area will want to examine the recent American Library Association publication, *The Testing and Evaluation of Record Players for Libraries*.³ Like the *Consumer's Report*, it lists features and faults of various makes of record players, and all necessary purchasing information.

In 1960, *Junior Libraries* sent a questionnaire to 100 libraries known to have children's record collections. Elizabeth Thomson,⁴ reporting on these findings, remarks that there is a great disparity as to who selects children's records, if and how they are classified, whether or not they are included in the card catalog, if they are shelved in the children's room, who can borrow them, and the use made of records in the children's room. The survey shows that this is a field still in its experimental stage and one which needs further research and guidance.

Perhaps the greatest unanimity was shown in the use and promotion of recorded material. Most of the libraries with record collections included them in bibliographies and recommended them to teachers and youth leaders; two-thirds of them used them in their own programs. The greatest disparity came in handling records. Too often records were kept in the "audio-visual" division of the library to be borrowed only by adults or by children accompanied by adults. In some instances records were purchased only for the library's use, not to circulate at all. However, Mrs. Thomson reports that many librarians are rethinking this question and permitting children to borrow and to be responsible for records.⁴

Children's rooms which do buy records to circulate, and then preserve their colorful and informative folders with clear polyethylene covers, find their record display much more appealing than was possible with the former practice of enclosing all records in durable, look-alike brown folders.

The nature of some records indicates that they have a greater use

in the home than in library programs or group listening. Foreign language records, which are growing in popularity, need to be heard over and over to offer the maximum benefit. Talking Books for the Blind, of course, must be circulated. Other nonmusic recordings such as poetry and play readings receive their best use in the home.

There is apparently no widespread agreement that all library patrons are entitled to borrow records. The manner of handling records in the library determines to a great extent their use: "It is impossible today to choose recordings from the racks of a record store or from the catalogs of jobbers. There is rich material in the field, but also much that is shoddy and commercial. And much of the best material is produced by small companies and never finds its way, unfortunately into record shops or jobbers' catalogs. Here is where librarians and teachers can be most helpful to parents and make available to them lists with critical reviews of what is good."⁵

Elizabeth Thomson, who lamented these difficulties in record selection, resolved to do something about it by compiling *Children's Record Reviews*,⁶ issued five times a year with a cumulative index and complete purchasing information. The New York Public Library has also recently published a selective list of the best available children's recordings.⁷

Displays and Exhibits. Alice Rusk has enumerated the following reasons for library displays: (a) to interest patrons in library materials and library activities, (b) to relate library activities to the subject areas in the library and the community, (c) to furnish bases for instruction in library activities, (d) to encourage group participation by having able children produce some of the publicity, (e) to provide atmosphere for various special days and holidays, and (f) to add a decorative note to the library.⁸

Like other nonbook materials used in the children's room, the display can be a powerful means of stimulating interest in books, but unlike films and records, it does not require expensive equipment or a talented operator. On the contrary, as Kate Coplan writes in these comforting words, "If the librarian is by talent or temperament artistically inadequate, he may legitimately borrow ideas, materials, and techniques from any available source in order to make classroom (library) bulletin boards brighter, more attractive, more potentially educative. Certainly it is not plagiarism, but justifiable resourcefulness to adapt existing tools tending to stimulate learning, or to assist more readily in the dissemination of information."⁹ These ideas which

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libraries may borrow can come from the billboards, magazine, radio, television, or newspaper advertising, from song titles, book jackets, news stories, or school assignments. And materials to carry out the display may come from the supermarket, museum, classrooms, and the children's toy box. For a completed display one may combine ideas and materials with the professional know-how as pictured in such helpful books as Kate Coplan's *Poster Ideas and Bulletin Board Techniques for Libraries and Schools*⁹ and her earlier one, *Effective Library Exhibits*,¹⁰ or Reino Randall's *Bulletin Boards and Displays*,¹¹ or *The Library Lure-a-Matics*,¹² along with monthly ideas in *Wilson Library Bulletin* and frequent articles in all library periodicals.

No matter how artistically the displays are set up, they will defeat their purpose if they point to only one title which, when circulated, makes the display purposeless, or if the library materials they call attention to are in a locked case or reserve shelf and cannot be circulated until after the display is removed. According to Marjorie East, "Your display becomes an exhibit when it depends primarily upon visual means to communicate ideas and when it shows materials carefully arranged so that the ideas as well as the objects themselves are easily apparent to the viewer. The materials used in an exhibit are most appropriately three-dimensional models and objects. But other visual materials, such as drawings, pictures, and graphs, can join the objects and models to help explain the idea. The exhibit is, in a sense, a culmination of display art."¹³

Some of these exhibits can be borrowed in whole or in part from museums, local hobbyists, classroom units, Scout or club projects. Some publishers furnish galleys and layouts to show how a book is made; others make available original illustrations of artists, and still others loan dolls or other story-book characters like the Moomins¹⁴ currently on tour from Harry Z. Walck. The United Nations has a number of exhibit items, and from time to time the U.S. Department of Health, Education, and Welfare has a variety of exhibits sent free except for postage. Junior Red Cross can usually be counted upon for portfolios from foreign Red Cross units. *Scholastic Magazine* has an annual juvenile art exhibit on tour.

Almost all librarians are collectors of something, and children's librarians especially find it hard to resist story book dolls, stuffed animals, pictured fabrics, and other book associated items. These add interest to displays or story hours. A listing of available items plus their source and price may be found in *Top of the News*, May 1961.¹⁵

Most exhibits are suggested by books themselves and can be depicted in scenes and shadow boxes, table top displays, dioramas, or peg boards. In the absence of museum display equipment the average library must improvise its exhibition furniture from easels, painted boxes, concrete blocks, glass bricks, or screens. Directions for devising the exhibition furniture are graphically given in *Bulletin Boards and Displays* by Reino Randall¹¹ and the Kate Coplan books⁹⁻¹⁰ mentioned previously.

Exhibits may invite participation by children. The book *Fairy Tale Tree*¹⁶ suggests a tree with 12 nests on its branches, 12 eggs in each nest, and a story in each egg. This was arranged in one library by use of a bare branch with colored plastic pot scratcher nests. Large capsule "eggs" from a prescription shop held the title of a fairy tale. Children were invited to open an egg and see what story it suggested. If it was a story the child had already read, he could put it back in the nest and open another egg. If it was a title new to him, he was helped to find the story to read. Bookmarks or booklists which relate with whatever is being displayed are effective means of having the items recalled even after the exhibit is removed.

Children's rooms in some libraries have exhibits that are permanent. Tropical fish aquariums or goldfish pools, cages of parakeets, or growing planter boxes are attention getters. The architecture of the library may suggest pleasing exhibits. A pillar in the Denver Public Library made possible a reading carousel for children. Its center of attention are the seven large replicas of Beatrix Potter animals standing by each seat. Other children's rooms have been transformed into a juvenile Newbery Bookshop. Little Toot, complete with Gramatky's features, is a children's bookmobile in Los Angeles.

Displays in corridors outside the children's room are an added invitation. Any display, whether simple or elaborate, must be planned so that people will look at it, will become interested in it, and will think about it.

Clubs and Activities. When a boy wants to play baseball, there are sure to be a playground in his neighborhood and some other boys who share his interest. There are orchestras and bands for those who play instruments. Dancing classes provide an outlet for young ballerinas. The museums sponsor children's groups in art and nature. Other associations provide camping experiences for boys and girls. But there are usually no groups for those whose main interest is in composing a poem or story, in leading their puppets through a play, or in sharing

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a hobby with someone. And that is why children's rooms in most public libraries have changed schedules, rearranged furniture, and made facilities available so that activity groups can meet and share experiences not usually provided by any other institution in the community.

Some general rules for planning a library program have been set forth by the Young Adult Committee of American Library Association:

- A. Be sure there is an interest and a need for such a program.
- B. Be sure librarians are enthusiastic about the program and it has the support of the staff.
- C. Plan the program in advance so that announcements may be available to publicize it.
- D. Plan the program meetings for regular intervals. Weekly programs seem to have the longest life, showing that continuity is an asset. Staff time is, of course, a consideration.
- E. If the children are to be included in the planning, have an agenda or topics for discussion ready to present to the program committee before they are called in to help plan it, but do not try to dictate.
- F. Provide a stimulating atmosphere remembering that this is not a recreation group, but one designed to explore ideas through the use of library materials.
- G. Clearly define the age group when the announcement is made. If young children attend a program planned for a junior high group, the older children will soon drop out.
- H. Do not allow adults (except as moderators, guest speakers, or leaders) to participate in the discussion.
- I. Be sure that the group abides by all library rules and regulations, maintains respect for the room in which it meets, and conducts the meeting in a dignified, purposeful manner.¹⁷

Group activities usually sponsored by children's libraries fall into six categories:

A. *Viewing or Listening Groups.* Children of all ages, preschool through junior high, come to regularly scheduled or occasional story hours, film showings, record hours, or combinations of all three. A discussion of storytelling is found elsewhere in this issue.

B. *Hobby Clubs.* Boys and girls who are interested in collecting stamps and coins or in creating puppets or in making other handicraft items are some of the hobbyists who use the facilities of the library as a workshop where, under the guidance of an interested

leader from the library staff, a volunteer, or a paid specialist, children may exchange ideas or items, work on their creations, or arrange hobby exhibits. Puppets thus may be used to introduce story hours or for special programs for other children in the community. Some libraries have their own puppet stage, either portable or built into the room, as is the little theater in the Children's Room at St. Paul, Minnesota. Because most budgets do not allow for the purchase of extensive art supplies and because most libraries do not favor having children pay a fee for library clubs, the ingenuity of the leader plus the cooperation of business firms enables the groups to have paper, fabric, pieces of lumber, plastic, and many other scraps from which imaginative objects can be devised. Whether the aim is to promote an interest in hobbies or to publicize the achievement of the hobbyist alongside the books they used, such clubs or hobby displays do stress the importance of books.

C. *Literary Clubs.* Children like to create and to express themselves before an appreciative and critical audience. Under the guidance of a capable leader literary clubs should make an effort to avoid a classroom atmosphere, but in these club meetings children may listen to mood or picture music and write what they feel; they may write stories suggested by a picture or cartoon; they may even learn various poetic forms as da-da or haiku. Some clubs contribute to a library magazine. Other groups specialize in journalism and invite newspaper men to talk about the work of reporters or copywriters. One library has a Silver Penny Club where children listen to poetry readings, share old favorites, and write their own poems. Book reviewing groups meet regularly in many libraries. Some of these groups offer suggestions which aid librarians in book purchasing; others write reviews which are used on book marks or in folders to guide other children's reading.

D. *Discussion Groups.* Even though children are encouraged in school to express themselves and to enter into class discussions, there is something inviting about the informality of a small group, meeting in a library and talking about their common interests. At this anniversary period the Civil War is a matter of great interest, and Junior Civil War Roundtables sponsored by their adult counterparts are meeting in children's rooms. In many instances leaders come from adults in the community who specialize in certain battlefields or generals.

Another discussion group with an adult counterpart is the Junior

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Great Books. The Indianapolis Public Library has participated in such a program for a number of years and makes this comment about its experiences: "Love of reading and a thoughtful approach to new books and new subjects are more important than a high intelligence rating and advanced reading ability of the participants."¹⁸

In this Indianapolis program, some questions are still unanswered: how far is it possible and advisable to go in assigning adult books for reading by children; how much stress should be put on the classics of children's literature; to what extent should modern children's books be included; and for how long a selection can the children be held responsible? The final conviction of the Indianapolis Public Library, however, is that the Junior Great Books program is worth the time and effort invested in it.

Clubs with an emphasis upon arts may discuss outstanding plays, better movies or television programs, or reproductions of famous paintings. Children are encouraged to express their ideas, impressions, or reactions. Good results in this endeavor are more easily achieved in the informal atmosphere of the library.

Many libraries annually change the theme of their discussion groups and use such subjects as cycle stories, folktales, Newbery books, titles by certain authors, or various historic periods. Discussion in these groups may be preceded by a film, a reading-aloud period, or by storytelling. Any of the discussion groups may be utilized on radio or television programs.

E. *Book Clubs or Reading Clubs*, as they are often called, along with storytelling are the most popular of children's library activities. It is not necessary to review all the controversies which have appeared in many articles about children's reading clubs. However, these sensible questions asked by Alice Cushman should be answered before a library embarks upon a reading club program:

What are we striving for?

Will the plan bring to the library those who have not already the library habit well established?

Will the device for recording reading be simple in its operation?

Will it permit time for assistants to perform good service to all readers?

Will there be enrichment in the experience?

Will the good and exceptional reader be led towards new and higher levels which he is capable of attaining?

Will it be a hysterical race or will it in some positive way indicate the fun and importance of books?

If *Club* remains the magic word to hold a group together, let those children meet for mutual enjoyment.¹⁹

F. *Adult Clubs*.^{*} The staff and the facilities of the children's room have a definite responsibility in providing training sessions for Scout leaders in the use of library materials on handicraft, games, dramatics, or badge requirements. Recreation leaders need to know the techniques of storytelling and what game and craft books are available. Mothers who come with preschool children often stay for discussions on reading habits and child development. Elementary school and church school teachers and leaders of other youth groups can benefit from workshops or conferences in or near the children's room so that they can become familiar with materials to help them in their responsibilities. Oftentimes the librarian has to take these materials in the form of an exhibit to the group if it is not convenient for them to meet in the library.

Just as Alice asked, "Of what use is a book without pictures?" so might today's child ask of the children's room "Of what use is this place without music or pictures or movies or clubs?" Whatever the immediate need of the child, the answer to his need is what he is seeking and hoping to find among the books and nonbook materials of children's libraries. He will find his need fulfilled in the library if those responsible for children's services always keep in mind the philosophy stressed by Lillian Smith, author of *The Unreluctant Years*: "Because we are adults so long and childhood is so brief and fleeting, it is assumed that the experience of childhood is relatively so much the less important. Yet childhood is the impressionable and formative period, so receptive and so brief that a child has less need of and less time for the mediocre than the adult. The impressions of childhood are lasting, and the sum of its impressions is the pattern taken on by maturity."²⁰


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Public Library Services to Adults Working with Children

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CHILDREN ARRIVE into the world trailing clouds of glory and surrounded by attentive adults. Parents and other relatives, doctors and nurses stay in the child's circle; around him forms a nimbus of neighbors, teachers, crossing guards, and other officials concerned with his welfare. Associations are formed by adults for the child and for other adults whose attention is focused upon the child. Laws are passed to protect him; White House Conferences are held to discuss him and, if possible, to improve his lot.

Next to the lucky child stands the children's librarian, who by virtue of his relationship to the child should be able to see the adults in his world with unusual objectivity. It is within his power to offer to these adults materials and services that will enable them to work more effectively with the child and to improve the world of which he is the center.

Self-propelled adults who work with children find their way to all of the services of the public library as other people do. The teacher in the reference room may be seeking information on teaching the new arithmetic or on cruises to Bermuda, with Christmas vacation in mind. The parents, social workers, and all of the others in the library-sponsored discussion groups may attend to improve themselves as workers with children, or to forget for a time that they are. Those who approach the library through its children's services, or who are led to use these particular services, are the ones with whom this paper is concerned.

Thus, the children's librarian becomes the anchor man for the public library's services to adults working with children. In 1954 Helen Lyman Smith reported in *Adult Education Activities in Public*

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Libraries,¹ that 11.4 per cent of the persons engaged in providing services to adult education agencies were children's librarians, as were 11.2 per cent of the persons engaged in providing services to community groups. Although these frequently quoted statistics startled adult service librarians and even a few children's librarians, they present an incomplete picture. If one should add services to youth-serving groups and to individual adults concerned with children, the percentages would be much higher.

If the first time a children's librarian said to a mother, "I think Johnny would enjoy this," represents a bright star, the services of today are a constellation. At the center is the primary function of recommending children's books. It is all in the day's work to suggest a baseball story to the mother of the boy who will not read, folk tales to the teacher of the unit on Japan, a collection of easy hand-crafts to the den mother, or "reading together" stories for the father of five. When the same questions come too often, the librarians make the ubiquitous lists—"Under the Christmas Tree," "Let's Read Together," "Friends Across the Sea,"—not for the children, but for the guidance of adults.

Unwilling to wait until the parent or teacher or camp counselor comes into the library, the children's librarian has gone out, bearing books, to the places where such people gather. Charlemae Rollins,² in a list of her talks in one brief year, lists church groups, men's clubs, women's clubs, settlement house groups, and such organizations as the National Council of Christians and Jews. In her audiences were parents, civic leaders, ministers, teachers and school administrators, youth group leaders, church workers, and just interested people. A composite list made by the children's librarians of America would be endless, headed no doubt, by the various units of the National Congress of Parents and Teachers.

To the makers of books, the children's librarian has become the lady with the lamp (or her male counterpart), throwing light upon what children like and need. Children's librarians spread before children the best that has been written and drawn and encourage them to go and do even better.

To introduce a book is one thing, but to help people see what makes a good book, in itself, and for the particular child, is more difficult but in the long run more effective. Special collections, for study and comparison, have been gathered for the use of parents, teachers, social workers, authors, illustrators, and students of children's literature.

Elsie MacDonald describes three collections at the District of Columbia Public Library.³ One, which is a circulating collection for parents, contains copies of the "cream of the children's collection." The non-circulating Illustrator's Collection represents the best of English and American illustrated books from the earliest examples to the present. Another noncirculating group of 2,000 books, called the Advisory Collection, is used, with the help of the children's specialist, by individuals or by groups such as curriculum committees or church school committees who are selecting books to buy for children.

A more direct approach to this kind of teaching than that of giving talks on the subject of what makes a good book or of individual counseling for specific purposes is the organized series of group meetings. Whether such series are planned for the mothers of children who are enjoying a story hour, for the members of organizations such as parent-teachers associations, or for the community at large, they represent the joint efforts of librarians from the adult and children's departments of the library, often in cooperation with other specialists from the community. The most ambitious of these are carefully planned to build an appreciation of many kinds of materials and their use. A Louisville (Ky.) Public Library program,⁴ offering eight sessions for preschool mothers, dealt with the home and its relation to reading readiness, Mother Goose and other beginning books, and picture books; reading together; how to read or tell a story; poetry and rhythm; home libraries and encyclopedias; and films and filmstrips for children.

Not content with sharing their knowledge of selection, children's librarians have developed workshops for storytellers. If some of these are for the express purpose of developing a core of volunteers to extend the activities of the library staff, others are designed for people who work with children in many situations. Here the library, as in its other similar activities, considers the personal development of adults, and the ultimate enrichment through them of the lives of many children. Thus, Frances Rees states the objectives of one such workshop: "to offer to persons in other areas of work with children an opportunity to improve their knowledge and techniques by sharing in discussion, listening to stories told by expert story-tellers, and listening to talks on various aspects of storytelling."⁵

Among the 50 people who shared this experience were representatives of a crippled children's clinic, one from a nursery school sponsored by the YWCA, five from kindergartens, eight from churches,

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10 from elementary schools, and a number of interested individuals, including a grandmother.

The children's librarian has recognized that his collection and abilities are not sufficient to meet the needs of all the adults whom he meets as a fellow-worker with children. For the sake of convenience, a collection of books and pamphlets on child development may be housed in the children's department, but the total resources of the library must be used for effective service. When E. Preston Sharp,⁶ director of the Philadelphia Youth Study Center, sought the cooperation of the Philadelphia Free Library in the work of the Center, he and his staff met first with the coordinator of work with children and the head of the deposit library collections. Their concern was to provide books for the troubled children housed at the Center. Soon the Center staff was calling upon the library for materials for staff development courses and for aids in group counseling, ranging from handbooks on role-playing to films depicting discussable situations. Just as the children's librarian works with the adult services staff members in developing group programs, he works with them, by referral or consultation, in providing for adults concerned with children the full use of the adult collections and services.

As part of the job, the children's librarian confers with many adults to whom he is not explicitly offering service. Some of these conferences fall under the heading of arrangements, as when the librarian visits the principal of the school to arrange a class visit or to clear the date for his appearance at a school assembly. Others are casual contacts. He meets the county agricultural agents at the 4-H Achievement Day program. He talks to the mother, newly arrived in town, who brings her child to be registered at the library. In these situations, he is the public relations specialist, according to Anne Izard,⁷ performing an important library function. In what he says—in the impression of professional enthusiasm that he gives—he conveys the importance of the library in the community and the value of its work. In what he hears, he finds evidence of community needs and interests to add to the total upon which planning for services may be based.

Of greater complexity are the situations in which the children's librarian cooperates with other adults for the welfare of children. He may participate as a member of the board of a social agency or as a member of the social welfare council. Frequently he plans activities with representatives of schools, children's hospitals, or any number of organizations and agencies serving children or adults. When the

activity is library-based, the children's librarian may consider that he is receiving more service than he is giving. When the activity is part of the program of another group or institution, or a joint and continuing effort community-wide in scope, he knows that his is a free-will offering and recognizes the opportunity which it gives him to further the library's total purposes.

Although the emphasis in cooperative situations is upon an end product, the planning conferences themselves may be learning experiences for all concerned, with the children's librarian and the other participants alternately teaching and learning. Here the librarian may serve as the public relations specialist, as the source of knowledge of books and other materials, as the analyst of materials in terms of quality and relation to children's needs, as an experienced planner of children's activities. Because of the strong motivation of planners, the informal setting, and the equality of the roles of all concerned, the children's librarian may find in these cooperative situations some of his best opportunities for serving adults.

Strangely enough, when one considers their accomplishments in work with adults, children's librarians have proceeded largely without any formal education in this area. Elizabeth Burr⁸ reports that an adult services librarian, at the Wisconsin Free Library Commission's Institute on "Informal Education through Libraries,"⁹ asked, "Why is it that children's librarians are not considered part of the adult education program of public libraries?" and added, "It seems to me they do as much, or more, than any of us as adult educators." The participants agreed with him, and drafted a statement, "The adult education function of the library permeates all aspects of its services and involves all library staff."⁹

Many children's librarians have sought opportunities to learn more about working with adults from the adult services specialists in their libraries, from reading, and from attendance at meetings. Some, among them Eleanor Burgess, children's librarian at the Grand Rapids (Michigan) Public Library, dreamed of a special conference on work with adults for school and children's librarians.

In June 1957, as part of the Michigan Library-Community Project, Miss Burgess' dream came true. A workshop, "The Librarian Reaches Out to Children Through Adults,"¹⁰ was held at Higgins Lake, Michigan. The staff of the American Library Association Library-Community Project and of the Children's Services Division of ALA cooperated, and Mrs. Charlemae Rollins, then president of CSD, served as

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a special consultant. Thirty-five people from five states participated.

The "Areas of Concern" of the workshop were listed as follows: (1) what the librarian who works with children needs to know in order to work with adults; (2) the adults we work with and how we communicate with them; (3) knowledge and skills we should like these adults to have; (4) knowledge of resources and how to use them.

Each session was based upon a specified topic, such as "The Adult as a Learner" or "The Resources of the Community." Various methods of presentation, such as lecture, panel, role-playing, and discussion, were used, and their appropriateness for the situation was analyzed.

Although the immediate enthusiasm of the participants in any activity is little indication of its value, in this instance a follow-up questionnaire indicated that many of the participants are now working with adults to a greater degree or in new ways—a more valid evidence of the workshop's effectiveness. The startling result of the workshop, however, was the reaction of many children's librarians who had not attended. As word spread of what had happened at Higgins Lake, others wanted similar experiences.

A few library meetings here and there reflected some part of the workshop programs, but the chance to build a bigger and better workshop came through the joint efforts of the Adult Services Division and the Children's Services Division of the ALA. With the School of Library Science at Western Reserve University, these divisions co-sponsored an institute preceding the Cleveland annual conference in July 1961, "The Adult and the Child's World: The Library's Potential for Service."

The children's librarians did not hold this conference for their participation alone. School librarians, supervisors of school libraries, public library administrators, and adult services librarians joined with them. To the planners of the pre-conference institute it seemed obvious that if cooperation were to be demonstrated, the cooperators must be present. However, the focus stayed upon the librarians who work with children and who are the guides to the adults in the child's world.

Not all of the 221 participants felt that the learning experience of the institute was needed or effective, but as reported in "Experiment in Evaluation,"¹¹ many were responsive and enthusiastic. The significance of the institute is that it brought national recognition of the possibility of providing for librarians who work with children an

opportunity to learn to do even better what many of them already do very well in their work with adults.

In "The Child in a Changing Society: Implications for Librarians," Jacob W. Getzels observes that, "In order to understand the child in our changing society, we must understand the nature of the adult values to which he must react and which he must at least in part learn to assimilate."¹² Librarians concerned with the development of children must therefore go to the adult community—not only to teach but also to learn; not only to help others serve children well, but also to learn from others in order to understand the child. As in most aspects of library work, the process comes full circle: when one sows, he also reaps.

Public library service to adults who work with children is necessarily incomplete if the children's librarian does not play a full and vital role in this aspect of the library's activities. Orilla Blackshear¹³ describes the plan of the Madison (Wisconsin) Public Library for service to children and young people through work with adults, a plan involving the entire staff of the library and eventually reaching into many areas of the community. Beginning appropriately with in-service training for local library personnel, the first activity brought together public and school librarians in the county to focus upon groups working with youth. Other activities followed, such as a one-day storytelling institute, staff participation in the Mayor's Juvenile Delinquency Prevention Study, the development of a Family Living Collection (with one-third of the 1,200 titles for children or family reading), a meeting with representatives of agencies to share programs and purposes, and the preparation of reading lists for the city health department.

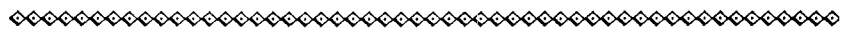
In activities such as these the line between the adult and children's departments fades; the entire library works together. Certainly the resources of any library cannot be used more fruitfully than in service to those who mold and change the child's world.

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The Relationship of the State Library Agency To Public Library Service to Children

ELIZABETH BURR

THE ROLE OF THE PUBLIC LIBRARY in its service to children and provision of books and reading for them has been a concern of many state library agencies from the very early years of their establishment.

At a meeting of the American Library Association in 1894 Lutie E. Stearns¹ pleaded for the removal of the age limit for children's use of the public library; there was scarcely a library in the country at that time which allowed children under the age of twelve to take books. It was at this gathering that she first heard of the work of the Massachusetts and New Hampshire Commissions and secured copies of the laws under which they were established. Upon her return to Wisconsin, Miss Stearns and Frank A. Hutchins drafted the enabling law for the Free Library Commission in Wisconsin.

State library agency training activities and the compiling and publishing of book lists for the public librarian serving children are a matter of early historical record. In a course on children's work, given by a state agency in 1902, it was reported that, "No time was given to preliminary arguments for or against work with children, but the problems which librarians meet or attempt to meet were approached directly. . . . Miss Dousman gave five lectures on the following subjects: furniture and equipment for the children's room, administration of the children's room, government and discipline and relations with children, books that are read and some that are not, children's rooms in American libraries."² And in 1905, a state agency staff member wrote, "Nothing is more welcome to librarians than aids in the selection of children's books. There is a section devoted to children's books in the 'Wisconsin Suggestive List' and this is supple-

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mented by current lists. The Iowa Library Commission issued last year a list of books for children compiled by Miss Moore, of Pratt Institute.”³

In 1963, the relationship of the state library agency to public library service to children varies with the resources, needs, and organizational pattern of each of the 50 agencies, all of which have, however, as a major function library extension. Advisory and technical assistance to librarians, library authorities, interested citizens, and state institutions, the distribution of books and other library materials, the establishment of standards for library development, and the stimulation of co-operative and co-ordinated library systems are roles accepted by today's state library extension leaders.⁴ That these roles include concern for public library service to children can be taken for granted in 1963. Approaches vary from state to state, but adequate public library service within easy reach of everyone is a universal goal.

The only specific guides in the form of standards to the relationship between the state library agency and public library service to children are those concerned with children's services and state library services that appear in *Public Library Service: A Guide to Evaluation, with Minimum Standards*.⁵ Two projects under way will undoubtedly be of assistance: the American Association of State Libraries' survey of the functions of state library agencies and the resultant development of standards for state library services, and the standards being developed by the Public Library Association's Subcommittee on Standards for Work with Children in Public Libraries.

Because this paper is concerned with the relationship of the state library agency to public library service to children throughout the United States and includes consideration of state-directed or implemented public library service to children, a check list was prepared and distributed to the 50 state library agencies. Forty-four replies were received, one state returned the questionnaire with the notation that its state library agency was in the organizational stage, and five states did not reply. An examination of relevant literature proved it to be very limited except for one unpublished thesis.⁶ The information gathered from the check list in no way reveals the quality or depth of services; however, it does provide some quantitative measurement and assists in determining current concepts of relationships. An evaluative study of the work of the state library agency in assisting public libraries to serve children would be most helpful.

The underlying concept of state library service to local libraries is

described thus, "The various library systems within the state should function together as a network to make the full resources of the state available to every resident. An agency within the state government should carry responsibility for guiding and reinforcing adequate local service."⁷ The relationship between the state library agency and local libraries in regard to their children's services is usually one of friendly persuasion and counsel, backed up in some states by standards, by requirements for grants-in-aid, and by mandatory certification. Its relationship is that of a supplier of books and other materials; an adviser through consultation and field visits; a guide in building quality materials collections; a source of training activities; a leader in library development, planning, and coordination; a promoter of the active role of the public library in community life; and a developer and implementer of standards.

The state library agency's role as a supplier of books has traditionally, in many states, encompassed children's as well as adult books: "The provision of library materials, printed and in other forms, through a planned program of interlibrary loans from a state agency to local libraries can be of great importance to supplement the local resources, to provide limited service where there is no local library, or to demonstrate the value of library services."⁸ It is interesting to note that in 1962, 36 of 44 state agencies report children's books as a part of their collections and the loan of them to public libraries while eight states do not loan children's books to public libraries. The same eight states and 11 others do not make loans to schools. There are several limitations indicated when state agencies are making loans to schools, such as "rural schools," "when school librarian requests," "one-room schools," "schools in cities and towns under 15,000 population where public library is not adequate enough to offer such public library service to schools," or, as noted by one state agency in a department of education, "loans to schools by state agency only through public library, large group loans are made and then reloaned to schools." Signs of the changing times are also noted in comments on the loans to public libraries, such as "through systems headquarters," "sent on indefinite loan to demonstration libraries," and "the state library collection has been weeded and placed in demonstration project areas."

To the further question as to whether or not the state library agency gives direct book service to children, 18 states answered negatively. Several of these states point out that, during state-directed

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demonstrations, direct book service to children is given. Among the 26 who serve children directly, only 18 states loan from the state library agency, with four of these noting that direct service is given only to those who do not have it locally. Eighteen are serving children directly through bookmobiles, eleven through regional branches, and ten through regional centers. The type of book loan reported is also indicative of state library agencies' book service policies. Thirty-four in loaning to public libraries and 23 in loaning to schools use author-title requests, 33 send collections to public libraries and 21 to schools, and developmental loans are used by 20 states in serving public libraries, by nine in serving schools.

Doerschuk and Palmer reported in 1960 that the number of state and provincial library agencies lending films had increased 42 per cent, from 19 to 33 in the years since 1956.⁹ They noted that fewer of these agencies restrict such films to the subject of librarianship. Widem's 1956 figures show nine out of 36 states reporting films and filmstrips for children, and eight out of 35 reporting recordings for children.¹⁰ Twelve states in 1962 report the loan of children's films to public libraries, four to schools; 12 and nine respectively loan filmstrips and slides to public libraries and schools; and 10 loan children's recordings to public libraries and six to schools. Five additional states commented that films and/or filmstrips are provided by other bureaus or agencies or by contract with a public library.

It is evident that state library agencies, generally speaking, continue to be strongly related to public libraries as active suppliers of children's books, much less often directly to schools. There are, perhaps, indications of a shift in this role in the foreseeable future. One-fifth of the states in the sample do not presently supply children's books. Because children's books are among the books most heavily in demand in the local community, the state library is less likely to be the resource for children's books as library systems develop. There is an apparent trend that, with increasing statewide public library coverage in many states, direct service to children is not being given as frequently from the state library. It is also evident that the rate of increase of state library agencies supplying children's films, filmstrips, slides, and recordings to public libraries or schools is small.

One of the basic ways by which state agencies work with local libraries to guide and reinforce the children's service program is through advice and consultation. According to one children's specialist's field service reports, subjects for consultation range from such

guidance activities as storytelling, book talks, discussion groups, and summer vacation reading programs, through exhibits and radio and television programs. Planning for community book fairs, Book Week, and National Library Week programs are subjects for consultation. Advice is often requested on binding and editions, selection aids and indexes for children's materials, cataloging and classifying children's books, or the evaluation and weeding of children's book collections. Public library service to schools, recruiting for children's vacancies, and building or remodeling children's facilities are also frequent subjects for consultation.

An attempt was made to learn something about the relative use of the various methods for giving advisory service, by a series of questions on how consultation on public library service to children is accomplished.

Forty-one of the 44 state agencies responding make field visits by library consultants, and 40 consult by correspondence. Next in prevalence are the 37 agencies that provide in-service training, workshops, institutes, etc. Thirty-six respondents give advisory service to those who come to the state library agency for consultation. In view of the increasing development of library systems, the question was asked as to the state agencies' work with children's consultants of systems. Thirteen agencies answered this affirmatively.

A traditional advisory service of many state library agencies is guidance on the acquisition and selection of children's library materials, particularly books. This service was provided historically to aid small libraries, through the compilation and publishing of book lists, and has been developed to provide assistance to the children's librarians in the state as well. This service now often includes the opportunity to examine new trade juvenile books, as well as the many professional aids for selecting children's materials and for in-service training activities, sponsored or cosponsored by the state library agency.

A series of questions was developed to examine the present practices in the area of book selection aids. All 44 of the states in the sample responded to these questions. Thirty-one state agencies prepare and/or purchase children's book lists and distribute them to public libraries. Eighteen list selected children's books in their newsletters or journals. Thirty-eight agencies provide exhibits of books, for book fairs, at meetings of related organizations, and for staff selection. One state reports that it has discontinued the service of

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providing exhibits because of the lack of demand. Another state comments that a book exhibit is sent to county boards of education, and, frequently, sponsored exhibits are with the public library.

More than 30 states participate in the State Traveling Exhibits of children's books, provided by the individual publishers and administered by a joint committee of the American Library Association and the Children's Book Council.¹¹ New York's experience in using the traveling exhibit indicates that, as Broderick writes, "More librarians in New York State bought more books this year from seeing them than ever before. . . . We'll see the day when the majority of books bought in the State will have been seen, not just read about."¹² Other types of special collections useful for book selection, evaluation, and enrichment are listed by 16 states. These include, among others, foreign children's books, Newbery and Caldecott awards, Lewis Carroll awards, and editions and bindings.

Twenty-eight of the respondents answer affirmatively the question as to whether or not there had been in-service training programs, workshops, institutes, or conferences on children's materials selection in the state during the past three years which the state agency had sponsored or been a participant in. Twenty-nine check "yes" to the in-service training question regarding children's services programs on such subjects as storytelling, summer vacation reading, and services to adults working with children, with the indication that a few of the training activities listed included programs on both materials and services for children. An additional state agency indicates that such in-service training activity was being provided before staff changes and vacancies. Another one reports that statewide workshops on materials and services were in preparation for the spring of 1963.

Subjects for training include planning for work with children and young people, standards for public library work with children, public library and school relationships, services and materials for children and young people, services to adults working with children, storytelling, summer vacation reading programs, book selection, family reading, encouraging children to read, aids to use of books, book talks, reference, and cataloging.

The length of time scheduled for children's workshops, institutes, and conferences ranges from Alabama's six-week study grant program on book selection and services at the University to a great number of one-day or morning, afternoon, or evening workshops and meetings. For example, Montana reports during the three-year period twelve

area workshops on children's literature, in cooperation with the State Department of Public Instruction; ten area workshops on book selection and storytelling conducted by Richard Darling; regular in-service training periods with three federations of libraries; and twelve workshops on storytelling conducted by the State Library, some of which were held in the federations. In South Carolina, there was a 12-day Family Reading Institute, and the Mississippi state agency offered a 12-hour session on selection tools and services in one of a series of eight workshops.

Some examples of other types of training activities identified in the listing are (1) New York's community librarian training courses, one of which includes four class sessions on children's services, materials, and programming, (2) Missouri's institutes for librarians of small public libraries and staff of regional libraries, and for graduate librarians on strengthening children's resources and services in Missouri libraries, and (3) Wisconsin's Eighth Public Library Management Institute on "Public Library-Public School Relationships." The in-service training consultant in Tennessee prepared an in-service training lesson on stimulating children to read and conducted it herself in five of the regional centers. In Washington, the Columbia River Regional Library Demonstration conducted an in-service training workshop, entitled "Reaching Readers: A Workshop on Children's and Young People's Services." These examples are only a selection from many others listed. It seems evident that the state library agency is taking seriously its responsibility as a resource for training.

A responsibility of the state library agency in its leadership role of planning, co-ordination, and development is to develop contacts and working relationships with other institutions, state departments and agencies, and statewide organizations which have a concern for children.

This type of program interrelates strongly to the growth of the public library's service to children. The state level promotion of the active role of the public library in community life and of the coordination of public library and school library service extends the effectiveness of such action on the part of the public library in its local community. Groups concerned with the development of educational, cultural, and recreational resources in the state for boys and girls need to understand the public library's service—present and potential.

Because of the importance of coordination of library services between school and public libraries throughout the nation, the first

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question in this series was "Has a state policy on public library-school relationships been adopted?" Ten states answer affirmatively, without qualification. Two state agencies in departments of education report that the two services are closely integrated or that policy is not written but is well understood by librarians. One state answers that it has a policy, not formalized in writing, another that it has a partial policy, and one that there is a state policy in its demonstration areas. Two report that such a policy is being developed, and one reports that it is needed. Twenty-seven states do not have a state policy on public library-school library relationships. In 1956, Barbara Widem reported four states as having written statements of policy and 12 states as indicating some cooperation between state departments of education and state library agencies.¹³ A comprehensive and evaluative study of such policies on a state and local level might be useful in working on the problem of coordination of services.

State library agencies were queried as to their work with other institutions, state departments, and agencies, such as Co-operative Extension, Department of Public Welfare—training schools, and college or university library science departments. Thirty-four states indicate that they work with this category, the highest incidence being with college or university library science departments. A very few states indicate work with institutions for the physically handicapped, delinquent, or emotionally disturbed children.

A different group of 34 states reports that they work with statewide organizations, such as the state PTA or state education associations. Work with these two far outweighs that with any other single organization except for state library and trustees associations. Federated women's clubs, agricultural home extension women, state committees on children and youth, and state and district sections of the American Camping Association are other organizations mentioned.

In its leadership role of library development, the state library agency has another vital relationship with the public library's program for children, in the setting of standards for children's service. Twenty-nine state agencies report that they are involved in developing and implementing specific state standards for public libraries, including children's services. An additional state will be working on such standards soon, while one state points out that it has adopted *Public Library Service* standards as goals in its library development program. It is also evident in the area of standards' development and implementa-

tion that state agencies and library and trustees associations are working as teams on national and specific state standards.

"How has the Library Services Act contributed to strengthening of public library service to children in your state?" was the final query in the area of library development. Table I ranks the responses by the 44 state agencies according to frequency. It is interesting to note that the enrichment of library collections—community, then state agency, and finally "systems" collections—leads all others. High on the list are the development of new systems, the stimulation of contracts with stronger libraries to extend services to neighboring libraries, and the carrying out of short-term demonstrations, all ways of developing stronger libraries to serve rural residents. Thirty-one agencies have added staff, and 25 report additional staff on library systems in their states. Eighteen states list the establishment of scholarships for students of librarianship. Strengthening and developing direct service through state regional centers or branches are listed by 14 and 12 states, respectively. Equally high on the list are fourteen states that have developed direct service through state-operated book-

TABLE I

*Ranked List of LSA Contributions
to Strengthening of Public Library
Service to Children by 44 State
Library Agencies*

<i>Contribution</i>	<i>Frequency</i>
Enrichment of community library collections	36
Enrichment of state library agency collections	34
Enrichment of "systems" library collections	33
Development of new "systems"	32
Additional staff in state agency	31
Stimulation of contracts with stronger libraries to extend services to neighboring libraries	30
Carrying out short-term demonstrations	27
Additional staff in "systems"	25
Establishment of scholarships for students of librarianship	18
Strengthening of direct service through state regional centers or branches	14
Development of direct service through state-operated bookmobiles	14
Development of direct service through state regional centers or branches	12
Strengthening of direct service through state-operated bookmobiles	9
Regional State Library Bibliographical Center	1
Co-operative Children's Book Center	1

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mobiles and nine states that have strengthened this same service. Missouri reports a regional state library bibliographical center that speeds up books and reference materials in 20 counties in southwest Missouri; Wisconsin reports the planning for a Co-operative Children's Book Center, sponsored by the Commission, the State Department of Public Instruction, and the University of Wisconsin's School of Education and Library School.

There were forty-four responses to the questions, "Is there a consultant for service to children on the state library agency staff?" and "Is full or part of the consultant's time devoted to public library service to children?" A consultant for service to children is reported by 11 states, six checking full-time devoted to public library service for children, five checking part-time. In addition, one state reports a vacancy for a children's consultant and one that the children's and young people's section of the state library association is planning to support a request for a children's specialist on the consultant staff of the state library. Four states indicate that consultants on their staffs, although not designated as children's consultants, are in three instances experienced children's librarians and in the other an experienced school library supervisor who is regularly used on matters regarding children's and young people's services. One state reports that, although it has no field consultant specialized in children's work, there is on its Reader Service Division staff a specialist in children's reading who selects children's books, supervises reference work to children, and makes children's book lists. One state that established the position of Consultant for Youth and Children in 1959¹⁴ reports no children's consultant in 1962.

To complete the picture of state agency children's consultants, one should add that in two of the states not answering the questionnaire there are children's consultant positions. The Maine State Library has on its staff a specialist in children's work;¹⁵ in 1957, the Illinois State Library established the position of Juvenile Consultant with full responsibility for all problems associated with service to children throughout the state.¹⁶

Table II brings the foregoing information into tabular form.

Data were also gathered about other personnel who consult on children's services when there is not a consultant for service to children. Of 33 state agencies, consultation is given by public library consultants in almost two-thirds and by field librarians and agency heads in almost a third. Supervisors, consultants, or staff in library

ELIZABETH BURR

TABLE II

*State Agency Consultants on Public
Library Service to Children*

<i>State</i>	<i>Title of Position</i>	<i>Full-Time</i>	<i>Part-Time</i>
Arkansas ¹	Public Library Consultant, School Library Consultant		x
California	Planning for Children's Specialist		
Colorado ¹	Public Library Consultant		x
Connecticut ²	Consultant		x
Illinois ³	Juvenile Consultant	x	
Iowa ¹	Children's and Young People's Specialist	x	
Maine	Children's Specialist	x	
Massachusetts ¹	Public Library Specialist in Work with Children and Young People	x	
Michigan ¹	Consultant, Children's Work	x	
Nebraska ²	Public Library Consultant		x
New Mexico ¹	Head, Service to Children and Young People	x	
New York ¹	Children's Specialist	x	
North Carolina ⁴	Children's Specialist	x	
North Dakota ¹	Consultant, School and Public Library		x
Oregon	Reader's Services Division—Children's Specialist		x
Rhode Island ¹	Assistant Supervisor		x
South Carolina ³	Library Consultant for Youth and Children	x	
Utah ²	Extension Library		x
Virginia ¹	Children's and Young People's Specialist		x
Washington ²	Public Library Consultant		x
Wisconsin ¹	Consultant, Children's and Young People's Services	x	

¹ States that report a Consultant for Service to Children on agency staff.² Experienced children's or school librarians.³ Position not reported nor filled in 1962.⁴ Position not presently filled.

service centers and in regional and area libraries, public services librarians, school library supervisors, special summer staff, extension librarians, and other extension division personnel are also listed.

In answer to Widem's 1956 questionnaire sent to state library extension agencies, "Seventeen of thirty-eight respondents indicated that the responsibility for planning, directing and carrying on chil-

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dren's services was delegated to . . . one state library agency staff member."¹⁷

Of the five positions (Michigan, New Mexico, Vermont, Virginia, and Wisconsin) designated in 1956 as those of children's specialists, three states (Michigan, New Mexico, and Wisconsin) report full-time children's specialists in 1962; Vermont reports consultation by regional librarians and assistants rather than a statewide position; and Virginia reports a children's specialist who devotes part-time to public library service to children. Seven states (Illinois, Iowa, Maine, Massachusetts, New York, North Carolina, and South Carolina) have, in the period between 1956 and 1962, established full-time positions on the state level that may be designated as specialists in the field of public library service to children, even though the job titles differ. Thus, in 1962 there were 10 out of 50 state library agencies where full-time positions in the field of public library services to children have been established. It is interesting to note that six states which lacked state school library consultant positions established them during 1961-62, bringing the total number of states with such positions, as of June 1962, to 35.¹⁸

That progress has been slow in the creation of children's specialist positions on the state level is apparent. On the other hand, there is continuing concern with consultation on public library service to children in almost every agency. Written into *Public Library Service* is the standard, "The state agency should have personnel with specialized competence in service to children."¹⁹ Expanded field service with specialization (for example, specialists in work with children, young people, or schools) of consultant personnel was among the services most frequently desired by state agencies in 1956.²⁰ The decision to establish such a position varies, of course, with the priorities in the program of the agency and is influenced by recruitment difficulties and the number of staff that can be budgeted by any one agency.

The director of one library extension division which maintains special positions in work with children, with young adults, and with adults, writes, "In spite of all the current emphasis on specialization, it will in our thinking be a long time before we abandon completely the concept of the general consultant. It may even be that in the age of the specialist the role of the generalist who can see the larger picture will become more important rather than less so; although one suspects that even the generalist has always been something of a part-

time specialist.”²¹ This statement of principle underlies, rightly in this author’s opinion, the priority for the generalist on state library agency staffs. However, an important factor to be considered in the potential role of the state library agency in the development of public library service to children is the addition of children’s specialists—and quite as important to total development, specialists in young adult and adult services.

Several states comment upon the budgeting or planning for children’s specialists in library service centers and in library systems. As systems develop, the work of the state children’s consultant will shift to counseling with consultants of systems in this field of specialization and to greater emphasis upon the broader functions of training and planning, of the coordination of library services to children, of promotion of the active role of the public library, and of pinpointing research needed and finding the right agency to do the research.

Of great significance to all state library agencies and to others interested in quality library service for children and young adults is the creation of the new position, public library specialist in children’s and young adult work, in the Library Services Branch, U.S. Office of Education. It augurs well for an acceleration of children’s service during the next decades. A decisive factor on how public library service to children develops in the future is the interrelationship of the state library agency and the libraries it serves. Of great import are planning for the strengthening of existing services that are useful, eliminating outdated ones, and experimenting to meet changing needs.

The future effectiveness of public library service to children is dependent, to a great extent, upon the leadership of a strong state library agency which is concerned with children’s service as a part of total public library development and understands the need for specialized planning and services in this field.

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Children's Library Services in Latin America

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THE "DANCE OF THE OLD MEN," although a charming folk spectacle to witness on the shores of Lake Pátzcuaro in central Mexico, is by no means typical of the emphasis placed even traditionally upon that particular age group in Latin America, where youth reigns supreme in numbers as well as in influence.

The casual visitor to any capital of Latin America needs little to convince him of the awesome presence of the "population explosion." Before he even leaves the airport he will be aware of the swarming youngsters who have come with their parents to bid farewell or welcome to a traveller. On the streets he is conscious of the quantities of uniformed chattering children on their way to and from school, the constant offer by numerous urchins for "shoe-shine, mister" or the shrill boyish shouts of "diario." In the markets as well as on the streets he will see babies nursing at their mothers' breasts while their somewhat older brothers and sisters sit lackadaisically by. At night he may find poorly-clad children bedded down in doorways under newspapers, awaiting a rather hopeless dawn of setting forth again to beg a few "centavitos" or to earn a few pennies guarding cars.

The importance of youth as an influential, if not a controlling, factor in the economic and social development of Latin America can be demonstrated from the fact that one-half of the total population is 21 years of age or younger. Only half of them presently have the opportunity of attending school. Half of those who are older than 21 have had not more than one year of school. Modern communications, however, have served to alert both youth and their elders to the fact that things are different in other parts of the world and that something must be done, and immediately, to give them increased opportunities for a better and more hopeful life.

A ray of hope penetrated the dark clouds of despair in Latin

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America when North American leadership proposed an "Alliance for Progress" among governments and peoples of the Americas. It became immediately evident that educational opportunities must be multiplied manifold in order to provide a basis upon which to develop skills necessary for economic progress. A ten-year plan for educational improvement, evolved as an integral part of the Alliance planning for economic and social development, sets forth as a primary goal the improvement and extension of public and school libraries as an integral factor in the educational process and in the transmission of the cultural heritage of the Americas.

The development of school and public libraries, however, depends directly upon the availability of a wide variety of books and magazines in the languages of the people, and at their reading level. As a means of encouraging the greater availability of reading materials to suit the reading needs of Latin America, the Organization of American States' "Education Task Force" further recommended for immediate action the financing of the mass production and distribution of low-cost editions of books, with the selection of titles to be made by an *ad hoc* committee to assure appropriateness for the needs of Latin America.

The development of public library services to children in Latin America, in the terms in which such services are prevalent in the United States, must be described in the future rather than in the past tense. On the other hand, most libraries in Latin America perforce devote most of their attention to service to school children for want of appropriate public library and school library services. Those instances in which there are special services for children in either public or school libraries are exceptions rather than the rule. To understand this situation, one must consider the educational picture in general.

First, although free universal compulsory primary school education has been an accepted principle in the countries of Latin America for more than a century, in fact it has not been achieved. The total educational facilities of both public and private schools have not been able to provide opportunities for more than half of the school-age population. Despite the efforts of governments to build more classrooms and train more teachers, the high population growth far exceeds the increased facilities. In Colombia alone, 49,700 primary school teachers are needed to add to the 14,200 who were teaching in 1960, but the secondary school level normal schools annually graduate no more than 1,850.

A major problem confronting educators in Latin America is the

high percentage of drop-outs and of repeaters. Not more than one-half of those who enter primary school get beyond the first grade, or 25 per cent of the school-age population. In succeeding grades the rate of desertion increases to such an extent that, of those who enter the first grade, no more than 10 per cent in the poorer countries and 20 per cent in the more advanced ones proceed as far as the sixth and last year of elementary education. Approximately one-fifth of the secondary school-age population is enrolled in school.

Various socio-economic reasons have been given for the high rate of desertion and of repeaters. A practical reason has been found in one country of Central America where the inability to read was discovered to account for the high number of repeaters as well as drop-outs in rural schools. Furthermore, it was found that the inability to read was occasioned by the almost total lack of reading material in the schools surveyed.

In terms of the reading ability of children of school age, it can be seen that not more than 10 to 20 per cent of those who begin school will continue long enough to read well enough to understand the newspaper, or not more than 5 to 10 per cent of the total school-age population. In another UNESCO-inspired survey of reading habits and access to reading materials in a test group in one country of South America,¹ it was found that 30 out of 100 urban pupils go on to the upper grades of primary school and probably learn to read fairly well. Of the remaining 70, only 19 may be considered functional literates, and 51 are functionally illiterate. Out of 99 in a rural test group, 79 were found to be incomplete readers and only 20 functionally literate.

Most of those tested had had little or no recourse to books or libraries. Only 38 per cent reported that there were libraries in their schools, and this figure was found to be unreliable when further investigation was made of where the collections were located and the use made of them. More than half of the children tested had never visited a library, and 35 per cent reported that they did not possess a book. It was seen from the survey, however, that greater reader proficiency was evident when more and varied reading materials were available to the students.

In process at the present time is a survey by the Pan American Union of the use made of books in schools in certain countries of Latin America. Informal reports on the use made of libraries in schools which offer both primary and secondary grades indicate that

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the heaviest use of the library is made by those in the fourth to sixth grades of primary school.

The fact of the matter is that books, even textbooks, have not been an integral part of the educational process in Latin America. The school library is virtually unknown in primary schools, and only a scattered few secondary schools can boast of a collection of books organized as a library and administered by a professional librarian. Only 210 school libraries with collections of more than 1,000 volumes each, totalling approximately 1,300,000 volumes, are reported in a current directory.² Fewer than 3,000 school libraries are otherwise³ reported to exist with a total of 5 million volumes, to serve 18,000 secondary and 250,000 primary schools. In terms of per capita holdings, this represents slightly more than one book per secondary school student, or one book to each six students if both primary and secondary schools are included.

Latin American children (50 million between the ages of 5 and 14) have access to an additional 11 million volumes in approximately 3,000 public libraries, and some 7 million volumes in national libraries,⁴ or a combined total of 22 million volumes. These libraries are concentrated in 435 cities and towns, out of 10,500 communities of more than 2,000 population. (Some 2,000 communities have a population of more than 10,000.) The rural population, comprising about one-half of the total population of Latin America, may be considered to be virtually bereft of library facilities.

The use of books as a principal ingredient of the educational process is largely passed over in favor of the pressing problems of training more teachers, building more classrooms, reforming the curriculum, and the more exotic possibilities of audio-visual materials and scientific equipment. Few of the countries of Latin America provide textbooks free of charge to even the public schools of the nation.

Most of the lists of recommended reading for children in Latin America and for school libraries are based upon materials which in accordance with U.S. standards would be inappropriate for school or children's libraries, because they are composed principally of textbooks and adult level books. The bald fact is that little has been published in Spanish, somewhat more in Portuguese, for the reading needs of the children of Latin America. Authors of books for children in Latin America have tended to think and write in terms of textbooks and primers. The body of children's literature available for the chil-

dren of Latin America consists of the children's classics and new versions of Walt Disney's prolific production.

Between 1957 and 1960 the Mexican output of children's books reached 3.5 per cent of the total of 4,332 titles.⁵ During this four-year period some 154 titles were published, of which 123 were translations of the Golden Books, 26 were children's classics in new editions (with *Little Red Ridinghood* selling at \$6.40 U.S.), and only five were new titles by Mexican authors. By contrast, in 1960 Sweden issued 265 original works and 258 translations, and the United States in 1961 published 1,626 titles including 113 new editions of works previously published and 62 translations.

Despite the fact that some books such as the Golden Books and comic books sell more than 35,000 copies, the average trade edition of books issued in Latin America runs from 2,000 to 3,000 copies. This limited press run results in book prices out of the realm of possibility for the average family's income (\$270 average annual income for all of Latin America, \$200 for Central America, and from \$36 to \$480 for the Mexico City tenement dweller).

There is a need, therefore, to stimulate Latin American writers to write books for children. There is an even greater need to seek the means of having more books printed for both educational and recreational purposes, at a lower cost, and to develop a reading habit in children and young people which will in itself lead to wider markets for books in a broad range of readability, content, format, and price.

From the preceding facts and figures various conclusions may be derived. One is that educational authorities have devoted little attention to making books and libraries easily available in elementary schools. The second is that only after the reading skill has been achieved, roughly in the fourth grade in terms of functional literacy, is there much interest on the part of the child to use books. A third conclusion is that there is a vast need for the most elementary of reading materials, for keeping the child in school long enough for him to learn to read, and for more advanced materials to keep him reading.

Another conclusion is that the low level of reading ability of both adults and children, reviewed from the grade levels attained by them, may account for the slow development of public libraries in Latin America, including services for children. And finally, the more rapid development of public and school libraries depends upon the greater availability of books in the language of the people, at their reading

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level, in accordance with their interests, and at prices which both individuals and institutions can afford to pay.

In the light of the foregoing, it is not surprising to find that little attention has been given by communities or nations to the provision of library services to children whether in public or school libraries. On the other hand, it can be argued that the lack of attention to library services for children and to the provision of a wide variety of reading material at their present reading level is in itself a cause of the present low educational achievement of the population in general.

At the same time, it is interesting to note that the concept of the national library to serve the function of the nation's principal public library and/or to have principal responsibility for coordinating all public library services in the nation has prevailed in some countries since the creation of the national libraries themselves in the early years of the republics. Deriving from this concept is the existence of special services to children in the national library of such countries as Peru, Panama, and Guatemala. In each of these, separate entrances for children and services customary in children's libraries in the United States are provided.

The National Library of Guatemala has as one of its functions the creation and supervision of public libraries in the capitals of the various provinces. The library's one bookmobile has penetrated the jungle to take collections of new books to these libraries and to found new libraries in smaller villages. The lack of adequate means of communication has not kept the dedicated staff from pursuing their objective—to take books to readers in the most remote corners of the country—by military plane, by boat, and when necessary, by carrying boxes of books on their own backs through the swamps. Books for children form an integral part of these collections, and the Children's Section of the National Library assists in the creation of school libraries throughout the country as well as in Guatemala City.

The efforts of Horace Mann and his devoted followers to improve educational opportunities inspired the nationwide creation of popular and school libraries in Argentina and Uruguay. Domingo Faustino Sarmiento in 1871 created the still-existing *Comisión Protectora de Bibliotecas Populares* in Argentina to contribute to the acquisition of books and the organization of collections in an extensive system of more than 1,600 local small libraries (principally subscription libraries). The Uruguayan educator José Pedro Varela saw the school in a sociological as well as a purely educational context, and he urged

the creation in each school of a library which older children could also use to continue their study and to acquire a reading habit and which could ultimately become a popular library for the community. This plan led to the *Ley de Educación Común* of 1877, modified in 1885, for the creation of school-district and popular libraries under the jurisdiction of local Commissioners of Public Instruction.

A half-century later in Peru, a campaign was carried out to collect books in order to create libraries in the schools of the nation to be supervised on a national level by the Director of School Libraries and Museums. In Mexico that same year, 1922, saw the creation by the famed educator and then Minister of Education, José Vasconcelos, of a Department of Libraries within the *Secretaría de Educación Pública*. Although it has established and now maintains more than 150 popular libraries throughout the country, much of its attention is directed at present toward about 50 libraries in the Federal District, including elementary, secondary, and technical school libraries, public and popular libraries, and libraries for children and young people in public parks.

Brazil's *Instituto Nacional do Livro*, dating in its present form from 1937, not only provides books to more than 7,000 public, school, and private libraries and aids in the creation of new libraries on a contract basis, but maintains travelling collections, provides scholarships for the study of library science, gives technical advice to small libraries, and publishes works of a reference nature. In 1961 the Government of Brazil enacted legislation leading to the organization of regional library services providing for contracts between municipalities, states, and the nation, and for night literacy classes to be held in municipal libraries.

No information is currently available on the number of public libraries which provide special collections and services for children, nor of the number of books for children in public libraries, nor of the number of separate children's libraries. Neither are figures available for the proportion of children's collections, whether in public or school libraries, which are textbooks rather than books for general complementary and recreational reading. Except in specific instances little is known about efforts made through story-hour and other devices to encourage children to come to libraries and to avail themselves of special services and collections.

Although it can be said that most of the services rendered today by public libraries and much of those performed by national libraries

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are for school children, they should be described more in terms of school services than of public library services for children. In other words, most of the readers found in both public and national libraries are children and young people engaged in using library materials primarily in connection with school assignments.

Nonetheless, some outstanding children's libraries have been created apart from libraries for adults, especially in Brazil, Uruguay, Argentina, Mexico, and Venezuela. The largest and most famous of these is in reality the Municipal Public Library system of São Paulo, Brazil, the model for children's library services throughout the country. The central library, named for the beloved Brazilian children's author, Monteiro Lobato, increased its circulation from 25,000 in 1936 to 1,480,000 in 1959. Beginning in 1936 with a story-hour and the publication of a newspaper by the readers themselves, by 1960 the Municipal Children's Library had organized reading clubs, opened a braille section for both the production and use of textbooks and books for blind children, and established a children's art gallery, a record collection, puppet and movie theatres, a section of educational games, and a "milk bar."

The Municipal Children's Library of São Paulo exists apart from the Municipal Public Library of the city, equally outstanding for its facilities and services to adults, and gives service not only to the city of São Paulo but also by contract to the state of São Paulo, one of the fastest growing and developing areas of Latin America. Its more than 17 branches, as well as the central library, are located in parks where one also finds playgrounds and health services for children.

This truly children's center is the handiwork primarily of one devoted and imaginative woman, Lenyra Fraccaroli, its director from its creation until her retirement two years ago. Her achievements in working with children have been recognized by her own townsmen in official citations and honors, including the gold medal bearing the name of the Imperatriz Leopoldina (wife of the first emperor of Brazil, D. Pedro I), and the *Anchieta* medal from the Secretariat of Education and Culture of the Municipal Government of Rio de Janeiro. Her professional achievements have served to inspire the creation of similarly imaginative children's library services in other cities of Brazil, such as that of Salvador, Bahia.

In a 10-year period the Biblioteca Infantil Monteiro Lobato of Salvador, opened in 1950, assembled a collection of more than 11,000 books and served 219,000 readers. In 1960 the Governor of the State

of Bahia designated the library to serve as headquarters of a Children and Young Readers Library Service to "plan, install, orient, and maintain libraries for children and young people in the capital, suburbs, and interior" of the state. He also indicated the number of additional librarians, teacher-librarians, and other personnel required for these services and provided one million cruzeiros (\$54,050 U.S.) for the purpose. Special services were to include art collections, record collections, movies, puppet theatre and regular theatrical presentations, a newspaper, excursions, contests and prizes, conferences and courses, and commemorative events.

Professional librarians and library associations in Brazil have taken the lead in experimenting with and pursuing the objective of introducing the teaching of school and children's library services into the curriculum of the nation's normal schools. Similarly in other countries, such as Costa Rica, Panama, Mexico, Peru, and Venezuela, the professional associations have held conferences and workshops and carried out campaigns to draw the attention of educational authorities and of the public in general to the need for creating and expanding school and children's library services.

Four different programs are currently being sponsored in Venezuela by government forces and private initiative to provide reading materials for children and youth. Professional librarians called upon the Ministries of Education and Justice to provide reading materials for youth not only for educational purposes but also as a means of preventing juvenile delinquency. As a result, with the advisory services of a public-spirited Committee for the Promotion of Libraries, with the technical processing done by the National Library, and with financial support from civic organizations, the Director of Culture of the Ministry of Education has been able to embark upon a program of creating new popular libraries in populous housing developments. During the past two years, several popular libraries with services for children have been opened in Caracas itself.

The National Child's Council, created in the mid-1930's to sponsor legislation primarily for the protection of childhood, now has found its problems to be educational and social—especially revolving around what to do about the children who leave school and who have no well adjusted homes to go to. In recent years the Council has maintained 10 children's libraries in public parks in Caracas as well as 14 in the interior, a central children's library, and bookmobile service.

In 1961 a group of alarmed citizens in Venezuela organized a "Book

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Bank" for the provision of reading materials of a popular nature especially for the poorer areas of Caracas. Their program has since been emulated in Nicaragua. In its first two years the organization founded four libraries for children and adolescents, collected more than 50,000 books, loaned 11,500 to some 73 schools, exchanged more than 8,000 books among poor children, and carried out a program to raise funds with which to open new school libraries and libraries for children and adolescents.

The Venezuelan Ministry of Education, USAID, and the Institute of International Education of New York are collaborating in giving grassroots preparation for rural library development through the rural teachers' training center "El Mácaro" in Maracay. Here rural school teachers study school library organization, practice in the center's library, and study children's literature in a plan to make of the rural school a real educational center for the rural community.

In Panama the library association has collaborated with the Ministry of Education in experimenting with the creation of school libraries to serve the local community. The library of the Centro Escolar "Manuel Amador Guerrero" in Panama City serves both the children and adults of the school district.

Service to children through the libraries themselves and through their bookmobiles is an important aspect of the activities of both the Pilot Public Library, initiated by UNESCO in Medellín, Colombia, and the Municipal Public Library of Callao, Peru, whose bookmobile also was provided by UNESCO. The success of the special children's collection of the National Library of Peru has been influential in the creation of smaller collections in kiosks in public parks near housing developments in Lima.

Among the most impressive of recently created children's libraries is that of the "Luis Angel Arango" Library maintained for the public by the Banco de la República in Bogotá, Colombia. The Bank has also financed the creation of small public libraries, including children's services in smaller towns such as Bello, Antioquia. Also in Bello one of the leading manufacturers, the Fabricato, recently opened a public library with children's books for its employees and others of the community.

Children's library services in municipal public libraries as well as excellent school libraries were prevalent in pre-Castro Cuba. Model children's libraries were maintained also by such private organizations

as the Lyceum and Lawn Tennis Club and the Sociedad Económica de Amigos del País.

A children's library has been an integral part of the services offered by the Benjamin Franklin Library in Mexico City, whose conversion in latter years to the functions of a U.S. Information Library has not significantly modified its role as a model American public library. Early in its history a program was launched to paste interlinear translations in American children's books in an effort to stimulate Mexican children to read. Other American libraries of an informational nature and those of the binational cultural institutes have maintained collections and services for children.

These and other children's library services, although worthy examples of what can be done in Latin America, are obscured by the dimensions of the need for services for all the children and young people in Latin America. Traditional methods of getting reading material into the hands of children, young people, and adults are not sufficient for the challenge. New types of reading programs must be developed in which the library plays a key role.

In 1961 a significant step was taken toward providing the essential ingredient of good public library service for children and of reading programs—children's books. The Books for the People Fund, Inc., was created as a nonprofit corporation through the stimulation of the Pan American Union for the express purpose of assuring the availability to the largest number of citizens of the Americas of books especially for children, young people, and new adult literates, in their languages, at their reading level, and at a price they can afford to pay.⁶

The Fund was formed in response to an awareness on the part of citizens of both the United States and Latin America of the present dearth of easy-to-read materials for new literates, young and old, in the languages of Latin America. Its specific aims are (1) to advance the campaign against illiteracy by providing post-literacy materials for children and adults, (2) to make it possible for children of Latin America to take advantage of higher educational opportunities with a better intellectual basis through books and to encourage lifelong reading habits, (3) to contribute to the intellectual, economic, scientific, and social development of Latin American countries by extending the educational base and horizons of their citizens, (4) to encourage the development of school and public library services, (5) to promote the creation of a body of children's literature by Latin

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American authors, and (6) to aid in the development of the Latin American economy by increasing the potential of the book trade.

The Books for the People Fund seeks the collaboration and cooperation of educators, writers, librarians, and other intellectual leaders of the hemisphere through its international board of directors, honorary board of sponsors, and advisory council. This counsel is especially necessary for the determination of appropriate content for books, for the selection of titles for translation and reprinting, and for finding potential new authors of the kinds of educational and recreational books it hopes to have published. As required, the Fund will stimulate the creation of national advisory committees or cooperating agencies for the purposes of selection, production, wide distribution, and use of the materials produced.

It is anticipated that philanthropic foundations, private individuals, and organizations, as well as government and intergovernmental organizations will give financial support to the Fund to help it to put the largest number of copies of books into the hands of the largest number of people at the least cost.

With the increased availability of books at modest prices, it can be anticipated that plans for adequate public and school library services can be drawn up by the nations of the Americas and put into effect at a cost substantially lower than at present and that the needs of the present and potential readers can be more adequately served. With the adequate provision of this basic element of education—the book—the goals of the Alliance for Progress to give a fuller life to the citizens of the Americas by raising the intellectual level of the population of Latin America can be more certainly achieved.

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